R E P O R T R E S U M E S

ED 016 379 64 EM 004 050

GUIDANCE AND THE UTILIZATION OF NEW EDUCATIONAL MEDIA, THE REPORT OF A NATIONAL CONFERENCE (MADISON, MARCH 11-14, 1962).

BY- HITCHCOCK, ARTHUR A.
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

REPORT NUMBER NDEA-VIIB-176 PUB DATE 1 AUG 67
CONTRACT OEC-2-16-005
EDRS PRICE MF-$1.25 HC-$11.32 281P.

DESCRIPTORS- *INSTRUCTIONAL MEDIA, *COMMUNICATION PROBLEMS, *COUNSELING, COUNSELOR TRAINING, *GUIDANCE, FILMS, *FILMSTRIPS, MEDIA TECHNOLOGY

THIS CONFERENCE SOUGHT TO DETERMINE THE ROLE OF NEW EDUCATIONAL MEDIA IN GUIDANCE. MEDIA AND ITS RELATED METHODOLOGY WERE EXPLORED, AND SPECIFIC MEDIA WERE DEMONSTRATED. THE PARTICIPANTS PROPOSED APPLICATIONS OF NEW MEDIA IN COUNSELING AND COUNSELOR EDUCATION, AND PREPARED GUIDELINES FOR THE UTILIZATION AND PRODUCTION OF FILMS AND FILMSTRIPS IN GUIDANCE. THE CONFERENCE CONSISTED OF PAPERS, DISCUSSIONS, WORKSHOPS, AND DEMONSTRATIONS. AN EVALUATION CONCLUDES THE REPORT, AND 8 APPENDICES PROVIDE ADDITIONAL CONTENT MATERIAL. (MS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED016379

GUIDANCE AND THE UTILIZATION OF NEW EDUCATIONAL MEDIA

The Report of a National Conference

Wisconsin Conference Center
Madison, Wisconsin
March 11 - 14, 1962

conducted by

The American Personnel and Guidance Association
1605 New Hampshire Avenue, N. W.
Washington, D. C. 20009

Arthur A. Hitchcock, Project Director
State University of New York at Albany

Carl McDaniels, Administrative Assistant
The George Washington University

EM 004 050

This conference was made possible through funds granted by the U. S. Office of Education under Contract Number OE 2-16-005, authorized by Title VII of the National Defense Education Act.

TABLE OF CONTENTS

INTRODUCTION Arthur A. Hitchcock.....i-v

Chapter

I. COMMUNICATION

Dialogue - Elizabeth M. Drews and A. H. Maslow.....1
Extension of Comments of A. H. Maslow.....42
The Place of the Person in the New World of the Behavioral Sciences - Carl R. Rogers.....48
Panel Discussion - Elizabeth M. Drews, A. H. Maslow, Carl R. Rogers.....63

II. COUNSELING

Counseling for a New Age: The Facilitation of Individual Fulfillment - Ted Landsman.....79

III. NEW MEDIA AND THEIR USES IN GUIDANCE AND THE EDUCATION OF COUNSELORS

Methods and Media for Today and Tomorrow - Lee E. Campion.....98
Specific Uses of Media
A. Some Possible Uses of Programmed Instructional Materials in Guidance and Counselor Education - Robert T. Filep.....105
B. Riding the Wave of the Future: Educational Television - Catherine Beachley.....109
C. Inter-Institutional TV Teaching - Lester F. Beck.....114
D. A Producer Looks at Vocational Guidance Films - J. T. Bobbitt.....120
E. Sound Filmstrips in College Counseling - Jack Goodman.....127
F. Some Current Uses of Media in Guidance - Carl McDaniels.....137
G. An Investigation of the Effectiveness of Presenting Career Information to Junior High School Students by Tape Recording - William H. Siemering.....139
H. Guidance Tapes for Counselors: The High School Girl Looks at Her Future - Ellen Fairchild.....142
Impact of Technology on Guidance and Education - Philip Lewis.....151

Workshop Summaries
A. Workshop on Counselor Education.....163
B. Workshop on Counseling.....171

TABLE OF CONTENTS Continued

Some Reflections - Luther H. Evans.....180

IV. OUTCOMES OF THE CONFERENCE

Application of this Conference to a School System.....186
Evaluation of the Conference.....192
Activities Resulting from Participation in the Conference.....209
Guidelines for the Utilization and Production of Films and Filmstrips in Guidance.....214

APPENDIX

A. List of Participants
B. Are Our Publications and Conventions Suitable for the Personal Psychologies - A. H. Maslow
C. Program of the Conference on Guidance and the Utilization of New Educational Media
D. Conference Evaluation (Form)
E. Workshop Participants
F. Mission of Workshop
G. Planning Session: Agenda, Report, Participants
H. Other Forms and Communications

INTRODUCTION

In March, 1962, the American Personnel and Guidance Association sponsored a four-day conference on Guidance and the Utilization of New Educational Media. Approximately 75 selected leaders in guidance and counseling and in related disciplines, as well as representatives of the media field, met at the University of Wisconsin Conference Center in Madison, Wisconsin, to explore creatively effective applications of new media to guidance work and the profession of counseling. As with most new ideas of excitement and worth, the idea that technology can make valuable contributions to guidance in schools and colleges and to the education of counselors, had been explored by many conference participants in their own private thinking and experimentation. But this Conference represented the first time that the hypothesis had been stated and examined in detail by a multi-disciplinary group.[1]

A pre-conference planning session proposed these objectives for the Madison Conference:

> To provide for a deliberative approach to the problems of guidance in elementary and secondary schools and institutions of higher education, and the possible impact of new media in the solution of the problems.
>
> To provide for a deliberative approach to the problems of counselor education and the possible impact of new media in the solution of the problems.
>
> To identify and delimit the basic issues which guidance services must resolve in the utilization of new media.
>
> To define and illustrate areas of needed study and research that will facilitate the understanding and utilization of the new media in guidance services and counselor education.

---

[1] List of participants, Appendix A

To illustrate and discuss techniques whereby new media may be used in guidance and in counselor education.

To illustrate and discuss techniques for educating counselors to use new media.

To recommend guidelines for the development of educational and occupational films and filmstrips for guidance.

The Conference focused on communication, the essential element of both media and counseling. And, by taking this emphasis, went far beyond the technical aspects of media. The "hardware" of media was used as a vehicle but was not the focal point of the Conference.

The Conference was constructed around three central activities:

The presentation of papers on major aspects of media and counseling.

Demonstrations and explanations of the use of various media.

Workshops of enriching experiences in which imaginative ideas could be evolved on counseling, counselor education, and the use of films and filmstrips.

Prior to the opening session all those who had agreed to participate were given two papers -- one a dialogue on communication and the other a noteworthy article. The dialogue entitled, "Communication" was the result of an interview which Dr. Elizabeth M. Drews of Michigan State University conducted with Dr. A. H. Maslow of Brandeis University. Chapter I begins with this dialogue. Following this is the article by Dr. Carl R. Rogers of the University of Wisconsin, "The Place of the Human Being in Behavioral Science Research". This article was originally published in the Personnel and Guidance Journal,

February 1961, and later appeared in an expanded form in Dr. Rogers' book, On Becoming a Person. Both the dialogue and the article were sent to Conference participants to provide a philosophical framework. The Conference formally began with a panel discussion by Dr. Drews, Dr. Maslow, and Dr. Rogers on communication. Excerpts from this panel conclude Chapter I.

In Chapter II, Dr. Ted Landsman of the University of Florida discusses "Counseling for a New Age: The Fulfillment of the Individual". Chapters I and II provide the reader with a frame of reference for the application of new media to guidance.

Chapter III includes Conference lectures and papers by representatives in the field of new educational media, as well as guidance specialists who have experimented with these media. The Chapter begins with Dr. Lee E. Campion's "Methods and Media for Today and Tomorrow," followed by papers describing guidance projects which use media tools: programmed instructional material, educational television, tape recordings, films, and filmstrips. Also included are summaries of workshop deliberations. The final paper in this Chapter, "Some Reflections" by Dr. Luther H. Evans, formerly Director of the Automation and Education Project of the National Education Association, emphasizes concepts counselors should ponder in relating their present and future roles to new educational media.

Chapter IV, "Outcomes of the Conference," includes guidelines developed by Conference participants for the utilization and production of films and filmstrips. Also, regional and local

activities resulting from the Madison Conference are described in this Chapter.

In addition to lectures and workshops recorded for this report, the Conference included demonstrations, discussions, and interaction among the Conference participants; many experienced "communication" as described in the first paper. A concluding activity was a Conference evaluation by the participants. These comments appeared to be typical:

> "I feel that this was one of the most enlightening and significant conferences that I have ever attended. Too many times conferences and conventions are non-stimulating in content or are so big as to be unwieldy."
>
> "The concept behind the conference -- bringing guidance and media together was its main strength. From this has stemmed an enlarged perception of guidance and its role in the eyes of many persons significant to guidance. More significant perhaps was the excellent presentation of new media in a setting which encouraged the crossfire of differing competencies, objectives and concerns."
>
> "Strength of conference lay in workshop approach."

This Conference proved to be an experience of unusual dimensions. The participants were both knowledgeable and concerned about the subject and interacted easily together. The boldness of the idea that new media could enhance guidance in the counseling process surely opened the way for self-revelation as the conferees struggled to gain new awareness of the communication processes and of human development itself. The Conference participants sensed the power growing within themselves as they practiced the very arts of communication upon which they were working.

The American Personnel and Guidance Association is grateful to the Office of Education for its financial support of this Conference, to the University of Wisconsin for providing its excellent facilities, to Dr. Lindley Styles, Dean of the School of Education of the University of Wisconsin, for his personal support of this Conference and for his gracious and stimulating welcome to the conferees, and to all Conference participants for their wholehearted cooperation, interest, and effort.

Arthur A. Hitchcock, Executive Director
American Personnel and Guidance Association
Project Director
(As of September 1, 1966, Professor of
Education, State University of New York
at Albany)

Chapter I

COMMUNICATION

Dialogue

Elizabeth M. Drews
Professor
Michigan State University

A. H. Maslow
Professor
Brandeis University

Dr. Drews: Several months ago a small number of APGA representatives who have been concerned with media and guidance in one way or another met at Airlie House and discussed preliminary plans for a Conference on Media and Guidance. The talk centered on counseling and learning media (and included a lot of other things), but I think we were all searching for a way to integrate these areas. It's easy to talk about a number of separate things, and never get on common ground. Just what core or bedrock idea did counseling, learning, and media have in common? Somewhere along the line, this idea emerged: the core that held all three together was communication. Media connotes communication. Counseling and learning occur when there is communication. As Erich Fromm says, "There is no learning-- nothing happens -- when you are bored or you are not listening." Of course, there is no communication when you are not listening.

We were also concerned with what all these new learning resources meant for the counselor. There are materials available which seem to give us a view of the world that is richer and wider than anything we have ever experienced. However, other materials appear to teach in an aseptic, non-emotional -- even perfunctory -- way. And it seems to me that some of the new drill programs seem to be aimed at just a crumb of a fragment of an individual. Yet, counselors by definition, have to be concerned with the total individual. School counselors are concerned with how students learn, of course, but they are equally concerned with emotional and social development and this is all bound up with communication.

We knew that you had thought deeply and well in this entire area, Dr. Maslow, and we were very pleased when you indicated a willingness to share your ideas with us.

Dr. Maslow: Yes, I am very much involved in the theory of communication. And as I dip into it more and more I see how much of it belongs to the realm of the emotional and pre-logical. However, this is difficult to communicate. There are blocks in the way. Let me illustrate by a personal experience.

I was to give a lecture on identity and peak-experiences at a meeting commemorating Karen Horney, whom I knew and for whom I had great respect. I had worked on it long and hard. It was very carefully worked out and organized, very exactly. But about three or four days before I was to give this lecture, I myself had a peak-experience. I remember I awakened in the middle of the night (one of those Gestalt closures) and in high excitement I came down and started writing. I wrote for hours in a free association style, in the way in which I have learned to write in my journal. (When I am not sure of something, I just let it flow in that free association style.) And finally I "woke up," in a sense with my teeth chattering -- I was very cold. (I had come down in my pajamas. I was really frozen, but I hadn't realized it before.)

The experience was very unusual because it was all written down. My wife read it and was much impressed. I, too, was excited and very pleased with it. She suggested that I toss away that other paper and use this instead, since this was the real McCoy, the real stuff itself, instead of talk about the real stuff. I went into a kind of conflict over it. It was so private and personal.

I could not make up my mind even to the last second. I came to the platform with two papers and, as I looked about, I decided that I just couldn't read that private paper; it was too private. It seemed inappropriate. I felt it was something like taking a bath in public. Also, it seemed to me too megalomaniac and too arrogant.

But then, in the very process of thinking on the platform (there I stood with people waiting for me to say something), the words came out and I told them about my conflict and asked, "Why should I be afraid to talk in that personal way? What barrier is there between you and me? Why should there be this inhibition between us?" I could see no logical or rational reason why I should not talk about my experience yet I was shy and embarrassed about it.

Later on, when I got back home, I tried to figure this out a little more, and finally I realized that I live in two worlds altogether, and I suppose other people do, too. There is a kind of public world, which I realized all in a moment had its own kind of laws -- real laws and rules -- logic, rationality, linearity, order, structure, secondary process, etc. It's very sober and very serious. There is no kicking up your heels. In the sociological sense, we have in this world an intellectual role to play: For me, it is the processor, as if I had on an invisible cap and gown. I feel constrained to be sensible, to be a scientist; that is, not to say something without having some proof for it. Then there is a kind of secondary elaboration that is imposed by the situation. There is a kind of architectural structure to the whole thing. When I compared what I had been doing, and the way in which I had worked, with the way in which it usually appeared in

written form, I felt the final product was in a certain sense dishonest. What the world constrains me to do -- and constrains all of us to do -- is to be very secondary and to give up the primary process, give up the situation, give up imagination, give up play, give up uncertainties. And, I must never show that I am uncertain when I am giving a lecture -- this is forbidden -- in spite of the way in which I live in my private intellectual life and which at my age I can feel is OK in terms of the results. That is, whatever I am doing in this private intellectual life, certainly it is fine because the results are fine. Therefore, I don't have to be embarrassed, or feel shame, or anything of that sort. As a matter of fact I can actually recommend it to bright people. I can say, "This is the way to do it." Even if you want a nice shiny, shellacked, finished product -- all nicely constructed -- this is the way to do it: to be disorderly, casual, free associating.

Dr. Drews: I am thinking of self-revelation and what the self is like in terms of the model. The counselor should be a model for young people but most of us are constrained. In working with the bright young people, in working with everyone, we should be open and show them what we really feel. I am sure of this, and it bothers them that the adult cannot reveal himself.

Dr. Maslow: Well, let me say what started this off was your comment about the motion pictures that you are making. The suggestion that I am leading up to is that in these films you may be presenting only the public, logical, rational behavior of your creative people, etc., and not exposing the fact that they are also crazy, kittenish, playful, metaphorical, etc.

Dr. Drews: But this is a very important part of the whole thing, and the reason why we want to follow them in their lives is to show that things aren't always black and white and clear-cut. I have been reading literature on creative people, including the things you said about self-actualizing people, the things that Frank Barron is talking about -- ideas he gets from the people who come in for assessment studies -- and the things that Paul Heist and others are doing in studying the students at Reed and Swarthmore, especially the ones who are identified as creative. They all mention the complexity of creative people. There are many qualities that are typical -- a number of these qualities not on the rational side. But they are the things that I feel are central and want somehow in our films to exemplify and communicate to the students. Maybe each person will reveal only three or four such qualities because the films are, after all, only a half hour each, but the total should add up to a number of creative qualities. One of the main creative qualities is a need for privacy. This is hard for some teenagers to understand. They think that an asocial person is not a good person. It is a matter of virtue, practically, and yet don't our most creative people have to shut their doors and barricade their windows?

Dr. Maslow: I think we could do a service if we talked about this kind of thing in -- we might call it -- two levels, or two qualities of communication. Let's say, communication with oneself, to start with, and here all the laws and rules of self-actualization apply, e.g. finding privacy and quiet and barricading out the world and leaving time and space, etc., and becoming -- this is very, very important -- totally selfish, in a way,

for the same reason that a pregnant woman becomes totally selfish and should become totally selfish: for the good of the world. In doing this, you have one set of rules which can be validated; this is all confirmable.

I was talking about learning to respect very young minds simply because of the great importance of primary creativeness. Why is it so important? Well, in the episode I was telling you about, there was simply too much to manage. It was all unstructured. But one thing that is very, very important for communication is that as soon as you come out of your private world (where you are selfish, where you are like a pregnant woman, turned in upon something inside of you and try to protect it and foster it against the world) you then become the social man, the teacher, the communicator. Then, to the extent that you are unselfish, altruistic, and brotherly, and fatherly, etc., then you like to get out of your private world and communicate these things you have seen. This reminds me of the love relationship because it's clear that if you really love somebody and something wonderful and private happens to you, you want to say, "Look, look what I have found, look what I see, or look at my beautiful pictures," or something of the sort. This is a very definite pleasure, just on its own. I would think that this is almost the first step between the private world and the public world, this sharing with the loved one.

Dr. Drews: This reminds me of Gardner Murphy's wonderful little book, Freeing Intelligence Through Teaching, when he speaks of the complementary nature of the rational and the personal and how teacher and students can somehow join together, through love, for a more meaningful

understanding of themselves and their world. The teacher can communicate his passion for learning by being open and self-revealing to the student.

Dr. Maslow: That's right, that's right. And this is the first step in communication out from the private world. Then, this first step out of the selfishness is a kind of love-sharing, let's call it; then, as a step beyond that, because I feel paternal, I would like to tell my daughter about it, let's say, or my students, my sons and daughters. Each step out from the selfishness means more and more organization and active process of arranging so that I can tell other people about it. And here I have learned to use all the process of disapproving, of order, criticism, editorial policy, and the secondary communications, clarity, for instance, and so on.

Dr. Drews: I'm thinking about something just a little different. For me, when I am in a half-waking stage, this is the time when things are better organized and more clear, and yet this is my private world. Is this a kind of primary communication? Could you comment on this kind of thing?

Dr. Maslow: Yes. I think that the rules of communication with yourself and the rules of communication with others are different. And for the personnel and guidance people, the way I would like to say it is that ultimately there is--well, let's call it the paternal communication, or the teaching, demonstration, showing, that kind of thing, that clearly has its own rules. And yet that whole world of communication rests upon a prior set of happenings which have different rules, and the primary makes the secondary possible. Now I think you are talking about the rules of communication with yourself, which are prior. Now

certainly we can be very clear with ourselves. For instance, I know that I can be clear with myself in a way that I cannot be with you because I have a whole set of private symbols. To me, a daffodil means a particular thing, and it doesn't to you or anybody else. Or a violet, that is still something else. Or there is the whole area of private jokes that I have with myself or with my wife: or souvenirs. This private communication can be very sharp and clear, something perceived, like a sensory image, prior to being put into words. Often, it's impossible to put it into words that are just right. Then you have to translate it into public language, using another set of rules. Somehow I would like to put this kind of talk into our paper. I have tried it on people and individuals, and I find that it is very helpful to them to understand about this private communication with the self, where the laws of expressiveness, continuity and honesty are private and personal. I think the way I would say it is that this is rhapsodic communication with yourself which may slowly turn into a nice statement that you could then share with someone very close to you, that it would be all right, that it is permitted to be crazy or silly or kittenish, or childish, or whatever. For example, grown women then can be cute or they can talk baby talk, they can be permitted to be little girls, by their men, when they couldn't possibly do this in public. That would be idiotic altogether, to talk in private symbols.

Dr. Drews: I was just wondering, thinking again what the media are and then wondering also about the creative extensions that you bring to material that you read and material that you hear. Sometimes I read and --I don't know whether you would call this peak-experience or not--just

get so excited and carried away that I stop reading and forget completely about the book. It becomes something I want to come back to again and again. It's something that is filled with pleasure or excitement. Or, I hear someone on television or a record, parts of some of the things Eleanor Roosevelt has said on some of her records, and these carry me away. Or it might be a very wonderful modern jazz record like one I heard the other day. It just seemed to be so absolutely right. Now these are all media and we bring to them creative extensions. We add something of ourselves to them, and they do something to us. In a way, then, media seem to become a part of the primary process.

Dr. Maslow: I think that's still a step beyond. I think that one trouble with communication is that we--the psychologists--haven't made clear enough the processes that go on inside a person before he can make an announcement, so to speak, of what's been going on. Suppose we are talking about media with counselors and guidance people. We are talking just about the last process, the last step. That's communication in the world; that's public communication; that's talking between people. But I would like to say what I think is worthwhile teaching at this point, that before any communication ever takes place that the person has to get clear with himself. You might call this intrapsychic communication, or intrapersonal, or something of the sort. I like to call it communication--I think it should be called that--because you feel it subjectively as a sort of communing with yourself, saying it to yourself, holding up pictures for yourself to look at, like very definite visual images. I know I work at them until they are just right. And, this is before any public communication, before it gets into the

newspapers, so to speak, before it gets into print. Are you interested in that as part of the structure?

Dr. Drews: Very much. I was thinking also as you were talking that all of these things go on in the private world and the private conversation with someone who is near to you. Then we move into the public interpretation and the media--the construction of the media, itself. I guess the part that I was thinking about was beyond the building of media, beyond the media itself, to the impact that the media can have on the learner, to the ways a student might react to them. This was more what I was thinking about as I listened to your comments on how-do-you-get-the media. I think both, developing and using media, are very important, but what do you do with the media? Do you spray it on the people and hope that they pick it up? And do you give time to discuss? This is one thing we found in our development of the films and trying them out on the students. They say, "Well, usually a teacher shows us the film, and we never get to talk about it. We never get to say how we feel and whether we think this is a strange and bizarre way of thinking or a way that no human being would ever live or think." Does this make any sense to you in terms of counselors and media and your presentation?

Dr. Maslow: I am not quite sure about the structure that we are supposed to follow, but I suppose we had better talk about it. Is the report of this conference to be a mimeographed, printed paper, something of the sort? Is there any restriction on length or are there any instructions about that?

Dr. Drews: I think we can make our format what we want. It should be the sort of paper that will make the conference become more than a conference--so it can become a real experience in communication. We can start out by letting people share our own beginning efforts to talk about communication, to tie it into the idea of media, to show it as the heart of media. To do this, we need to show how communication begins, how media are developed, and how communication occurs when media are used.

Dr. Maslow: Well, I would agree with you that it would be nice if we could put in both, if we could talk about both, first of all, this private communication, and then the laws and rules. I think also that the question of the wider world, and of seeing more integrations as we get older, does have something to do with the problem of communication. Even though at the age of 54 I went into a little minor crisis of doubt and fear and of embarrassment and shyness, I couldn't possibly have made that public presentation at all ten years ago, at the age of 44. I just couldn't have done it. I guess there is some process of daring and boldness, and of getting rid of embarrassments and shyness and inhibitions, so that, on the other hand, I can really enjoy the integrations more and am more able to make them and be bold about accepting them. I suppose I am less competitive, or less showing off, less adolescent like a showing-off boy--let's put it that way. And I also think this means a kind of permission to be this way even publicly, to be more self-exposing. I think this is a useful thing to say, and I think rather few people would be bold enough to say it, judging by my own experience (even at the age of 54) of going into a slight panic when I sent that paper in for publication. It

was accepted and put into print right away, even before I had time to correct it. It was in a bad form. And then again I got slightly panicky and wanted to withdraw it. Again, I had some doubts about it being so personal. And I was thinking also of my experimental psychologist friends, and what are they going to think of this.

Dr. Drews: Did you get any letters in response to this?

Dr. Maslow: Well, I wouldn't get the negative ones because they wouldn't write to me. I have got a lot of positive ones, letters stressing not so much what I said, but the courage it took to say it.

Dr. Drews: I was greatly impressed with what you said recently in the Florida Counseling Conference Report. In a way, it might be rough and not highly organized, but every part of your talk to the counselors, every paragraph, had exciting ideas and thoughts - it was a different kind of thing than the usual edited article. I think if it had been more polished I might not have been so excited about it.

Dr. Maslow: That's the point, isn't it, about the secondary and primary contrast? There were two lectures; one was carefully prepared, but the other one I tried--I am trying to build up the courage to do this; sometimes I can, sometimes I can't--to get up on a public platform in front of a group of capable, professional people without planning what I am going to say. Get there, ready to talk, then stop and think 'what am I going to say?' and let the words come out. See, this we don't dare to do. Now I did that in one of the Florida lectures.

Dr. Drews: Yes, I could tell. There was a whole mass of exciting ideas, and it all resulted in communication for me. Ideas were whirling about and mixing with other ideas that I already had in my

head. Beyond this personal response, I am terribly interested in how we reach an audience. Perhaps this is why it is so hard to perform on television. Every speech, every talk I give, every class I teach--I watch and I think 'how can I get through?'or 'why am I not getting through to them?' Sometimes it's by getting quite personal and revealing something of yourself. Or sometimes you reach out to someone in the audience that you know and show that you are trying to understand how he feels or how a group feels, for instance, how it feels to be a worn-down, unravelled teacher on a Friday afternoon. Direct examples seem to help.

Dr. Maslow: Supposing we are in the situation of having private experiences which we have never talked about. This is what I find now: people have these moments of rapture, that they just never mention--most of them don't. And, as a matter of fact, they never even mention them to themselves, in a way. And, I find that what we are calling the non-peakers run away from these experiences as if they were afraid of being flooded by ecstasy, let's say, or by great happiness. They are just simply scared, and they drown it. Their fear of insanity certainly is involved and also just simply the fear of loss of control. That, you will find in the obsessional person. Well, supposing I assume from what I have learned by now that everybody--and this is the way I go about it--has had these experiences but that they are not verbalized and they may not have risen to the level of consciousness. Now, how can I communicate, how can I talk with a person about them and do it rapidly? I can't use psychoanalysis or anything like that. Well, what I have learned to do is to try to describe

the experiences and just keep on talking, to give one example after another from my complete gamut of examples--male examples, female examples, mesomorphic examples, child examples, old people examples--and let myself be as poetic as possible, rhapsodic and, let's say metaphorical, like a jazz musician who's improvising. I say it in one way and then in another, like a theme and variations. And if I can get into the proper mood, then slowly it becomes more metaphorical, more out of the world.

Dr. Drews: We might use the analogy of mathematics or statistics. The true mathematician will speak of simplifying and polishing until he develops a solution or formula that approaches "elegance." He's like the ivory tower philosopher who speaks only in abstractions to others who speak in abstractions. Sometimes you can be so elegant or esoteric or obscure that you end up talking to one person or just to yourself. People need examples and alternative ways of saying things--redundancy, so that they can understand. The linguists say English is a very redundant language.

Dr. Maslow: Well, this is communication because I say all sorts of things out loud to my subjects that are not new to me. Some of my examples are very old ones. I am not trying to make anything clear to myself; what I am trying to do is to reach across the abyss to another private, isolated psyche. You know?

Dr. Drews: That's right. I was thinking of this matter of getting there to that private, isolated psyche.

Dr. Maslow: That's right. What I am trying to do is perhaps what an actor does or something like that. I am trying, if you are my subject,

to get you in the mood, so to speak, where you can slip from the world of common sense into this metaphorical, archaic, poetic, primary-process world. Partly, it happens by contagion. That is, if I can get into the mood, then this communicates something to the other.

Dr. Drews: Because for some minutes these people are sort of cold and damp and hanging on, and then all of a sudden something breaks.

Dr. Maslow: Well, by this way of doing it--communicating in a rhapsodic way and communicating by example after example and permitting myself to get into that mood by remembering experiences, etc., and permitting myself to be not-professorial--I permit myself to get awed by what I am myself recalling. I'll say one woman told me that and one man told me this, and then these are really miracles after all--and I permit myself to be impressed and this probably shows. It communicates. Sooner or later practically everybody will say, "Aha, I know what you mean."

Dr. Drews: The ideas will come to them but you never know when. You never know which example will appeal to which person.

Dr. Maslow: No. And there are very few people, of perhaps 80, 90 or 100 subjects, who with all of this couldn't come up with something, who continued to look blank. This strikes me as basic to the whole business of communication and so it again strikes me as a miracle. Because, for instance, what has happened to me is part of this process. It seems to me that I can understand women better now because of this research with peak-experiences. There is, after all, a huge gap here; I don't know how it feels to be a woman. Now look what may happen. I may teach men and women to get together a little more, to understand

each other through the discovery that they have similar peak-experiences even though from different causes.

Dr. Drews: And we want to go beyond this to children, and older people, to understanding between all kinds of people. This is very important to me. One of the things I am trying to do in the career-biographical films I am producing is to work for more understanding between boys and girls by showing similarities between creative men and women. Women can be very creative, you know, but they have discontinuities in their lives that make their life patterns different from those of men. I am also trying to show people who come from different kinds of backgrounds, people who are at different age levels, people who are all creative but in very different ways. There are places where feelings may be the chief experience in common; even though the situations are different, the emotional impact may be the same. I think it is awfully important in our communication and in the media we produce that we bring in feelings as much as we can. Of course, they're not easy to put into a nice little box--you can't exactly package them--but you can capture some of this when you talk about people or have people talk about themselves.

Dr. Maslow: I was so tremendously impressed with these subjects of mine talking about the ecstasies in natural child birth with which I would have found it impossible to identify. I could communicate with my women subjects because in describing the subjective experience--that is, the mystic experience, or the peak-experience--the words were the same kind of words and the metaphor the same kind of metaphor. So it became clear to me: we have had similar experiences. Only the women

got it from a female thing, and I got it from totally different things. But we are really brothers and sisters. We have the same kind of experience. Just in the same way that I can feel men and women certainly will react to food: they are hungry, and they eat but there are probably no sex differences in the feeling of enjoying the meal.

Dr. Drews: It seems that in communications you are trying for these universals. I guess this is the whole idea. If we could only develop the right materials, media, ways of talking. I love this idea of the example--to me, this is very meaningful because I use it so much myself in getting people to understand children. I talk about real children who do real things. And then each one in my class or audience can interpret the example in his own way, especially if I don't moralize too much or make too many generalizations. If I spend all my time talking about the theory of children, then I don't think I would communicate as much as when I tell about a real child who said real things and had real feelings. Wouldn't this have meaning for our media, especially for the preparation of what goes into it, or what is presented?

Dr. Maslow: Let's put it this way. What's implied here is that for a certain kind of communication we had better become a lot more concrete than we have ever been, that the abstract mode of communication is just simply not good enough when we are talking about experiences. There's another way of saying it. Maybe we have assumed--everybody has assumed--that communication must be abstractions talking to abstractions; and it is quite clear from my experiences and the ones that you talked about--and also, I think, any good teacher would agree with you--that

communication must be direct and concrete. Any good counselor would agree too, because you never talk abstractions in counseling, never. It's always in terms of real experiences. Maybe what we are saying is that concreteness must talk to concreteness. Oh, here's another example. I remember one experience I had in therapy. I never knew what anxiety was. I had written a book, I had a chapter on anxiety, and yet I never really understood it.

Dr. Drews: You hadn't had the experience?

Dr. Maslow: No, I had experienced it, but I didn't know what I was experiencing. Well, you are right, I hadn't really, totally, experienced it. Then, I remember the hour I was stretched out on the couch and describing the peculiar things that had happened to me, and my knees had got weak, my heart had pounded, and this and that and the other thing, and my therapist mentioned that what I felt was anxiety. "Oh, so that's what you mean, that old thing." And I could suddenly place into this category all the feelings. You see, I had the anxiety experience but simply had not labelled it that way. Now what happened here was suddenly a communication with the whole world of Freudian abstractions, so what Freud was trying to say came through and was really understood and felt.

Dr. Drews: And you wondered to yourself, "Why didn't he say so in the first place!"

Dr. Maslow: Yes, so this is the label! It was like finding the key, the answer, the unknown--putting together the label with the experience. And this is what happens to my subjects, many of them.

Dr. Drews: Isn't this what creativity is--the bringing into an

organization and giving meaning to all kinds of diverse things? You suddenly feel how you can integrate, make sense out of something in relation to something else. It may be a whole field of knowledge that you are integrating with another field of knowledge, or maybe one experience with another one.

Dr. Maslow: Yes, definitely. Certainly, that would be it. But let's have in this thing, this additional part: the intermediate building of bridges between what we now label as communications--which I think is not enough; it is only the end product--and the communication within the private world. Now, another kind of thing, another kind of communication consists of the good teacher, let's say, giving concrete example after example, and finally the kids light up: "Aha, so that's what she means by patriotism!"

Dr. Drews: And suddenly they join in. Someone starts telling how he feels about his little brother or his big sister and the parade begins.

Dr. Maslow: And, then you get the flood of examples that they come through with, which tells you 'yes, they understand it; they feel it; they've got it right.' This certainly happens with the peak-experiences. If I can break that barrier, then there is a rush on, and they can say, "oh yes, I have had three: I remember when, etc." This would be--what shall we call this? This giving of the label, of putting together various phenomenological and subjective experiences, putting them together and integrating them, making them belong together. This is really like creating an abstraction.

Dr. Drews: Well, perhaps what you do when you are talking this way to your students, instead of giving them a principle and saying 'this is it,' you begin by giving examples. You don't list points--one, two, three--and you may seem a little confused. Lots of times people will say, 'when you were first talking, I didn't know what you were talking about, you were giving all these examples; then suddenly you took these bits of reality and tied them together, came to a conclusion.' You have shown them a process of integration. You have said: Out of these things, I came to this feeling. They could then take examples of their own and give them new meaning. Or they might take your examples and come to a new conclusion and a different integration than you did. They not only see you doing it, but you become--the process becomes--the model as well. Does this make sense to you? That you are going through it as you talk?

Dr. Maslow: Yes. This reminds me of another thing that I would want to put in. This is the business of self-disclosure. Here I think I would want to say something about the experiments of Jourard and what he's trying to do. I would like to say something here also about the theory of nudism and of relating this, as I have, to honesty and truth. I suppose it also relates to daring, that is, daring to be naked. To some extent for therapists, and for guidance people insofar as they are therapists, one of the things I thought of trying to recommend some place, or at least talk about, was the process of self-disclosure as an honest man. What is an honest man like? What does an honest person do? How does he behave? Well, everything is not quite so polished and perfect and finished. He gropes for words, he struggles a little bit, etc.

Dr. Drews: Your presentation is not perfect! Everything that is true or real or lifelike has flaws. When I lived in China, I took lessons in brush painting and had a very hard time making a leaf in one stroke. Part of the brush had to be dry and tinged with brown to create the wormhole or withered section. There is the basic Buddhistic concept that all life has some death in it. Similarly any honest picture must show weakness as well as strength.

Dr. Maslow: That's right. And, you are not afraid of being unpolished or having flaws or being unfinished.

Dr. Drews: No, you'll be more believable. This is why we like a television performer better who fluffs a little. He's more real that way. We don't think his response is canned.

Dr. Maslow: That's right. Well, this, too, I think ought to be folded into this paper somewhere for talking about and debating about. And, I would add something here about Carl Rogers' recent change in the theory of his work toward the therapist becoming an honest person. He has a special work for it: congruence, I think, is the word. But, in essence, Rogers is saying that it is better for him and for the patient and for everybody concerned, if he is honest. And he has told me he has gone so far as to express irritation and boredom with his patients if it comes. And, I know--well, my own feeling is very strongly in favor of this--that the therapist ought to be a real person, not a role in the sociological sense of always smiling and beaming, etc. I'd like to include some of this complicated stuff on truth and honesty I've been working up. What I have been working at is an analysis of truth as a value, and showing how complex total truth is and then trying to

derive from that the really black dishonesty and the white honesty, and the gray honesty, etc., the various ways in which honesty can be destroyed, the way in which truth can be destroyed, of which there are very, very many. All this is especially true in the world of the public commercial media which I simply regard as inhabited by a bunch of villains.

Dr. Drews: Isn't it wonderful how you can dignify a setting? Give a smooth production and almost any shallow half-truth becomes a round-toned, patriotic message with no place for it's and but's.

Dr. Maslow: If I had plenty of time, I would like to get up there like a Biblical prophet and call down thunder and lightening on them. I guess that was what started me on this process -- television and the radio, there in California; it's totally disgusting, degrading -- and the newspapers there in this city where I was -- miserable, lying. But perhaps we can't take time to develop this point in the conference.

Dr. Drews: But one of the things that Minow (who is now head of the Federal Communications Commission) has been saying is along this line. He is fighting for truth. We must give more alternatives. We must try to present more nearly the truth.

Dr. Maslow: True, true.

Dr. Drews: It's as if we are trying to fill people with ready-made ideas. To be honest and moral, we have to ask: What are we putting into children's minds? But this is just turning it on like a faucet and letting ideas run in with no control. It's immoral!

Dr. Maslow: Yes!

Dr. Drews: I was reading, where was it -- oh, the Saturday Review, the last issue, had a discussion on this anti-communism stuff. The report was on a television program discussing one view on anti-communism. It was quite a program, pretty much a wrong-right philosophy, some generals talking. Well, then, I believe it was Seattle or Portland that developed another program with diverse views -- Richard Rovere, Teller, and others spoke. The people had more than one possible alternative. There were different possible solutions. As I remember it then the program directors of a New York television station read the script that had been prepared from Teller and Rovere and the others and rejected it as having nothing to contribute. This television station presented only the first program, the opinions of several generals under the auspices of NAM. To me this is the kind of thing that Minow is talking about, the absolutely tunnel vision, the narrow, narrow coverage.

And it seems to me that we do the same things with our kids: give them few alternatives. We let special interest groups decide what is going to be in their textbooks, or at least what shouldn't go in. The result is a meager diet, much too bland.

And when we program learning -- I am terribly upset about some approaches to programmed learning. It can serve a very useful purpose but it's difficult to do well. For example, we know there are many varieties of cognitive style. I told my honor students recently, "All right, you have two days, you have this textbook, and you have to master it. Each one of you tell me how you are going to do it." Every single person would have read it differently, and handled it

differently in the sense of organizing it. I said, "Then, what does this mean if someone programs this book, and you take this step, this step, and then come to this conclusion; this step, and this step, and then the conclusion. How are you going to react to such programming? I rebel because I like to read my own way--footnotes first and then I read the bibliography."

What will programmed learning do with or for individual differences? How can media help our teachers and counselors the most? Everytime you decide to put information before children, you make a choice, a judgment, use a value system. And we must be aware of the choices, of what we are doing. Perhaps you should include something about truth and values.

Dr. Maslow: Well, I'll see how it goes with them. It may be that my paper it just too long.

Dr. Drews: But this, I think, goes back to what I was talking about earlier in terms of the real world. I was trying to say, well, there are all of these alternatives that the children must see. I think we owe it to children to show them the whole world and the many alternatives. They may not be able to take it all in but at least they have had an exposure. To show the students the many alternatives I was thinking that in my film series I would present one person who might represent a particular style of life or style of career, and then have available a file of materials they can go to and piles of books--biographies, and profiles and essays--so that they can see that other people have taken a similar problem or a similar career and interpreted it very differently and developed it very differently.

You do need, of course, models and ideas, but we don't know which of all of these things--which of all of these examples that you are presenting--which one is going to strike the chord of recognizability.

Dr. Maslow: It occurs to me, as you say this, that this syndrome analysis of honesty that I have made might be interesting. If the matter comes up in workshops or something of the sort, then we can discuss it further. But, it's almost like a strategy of examples. Of course, what I had there is about the 14 kinds of examples that you ought to have in order to get the whole truth. It might be used even at the educational level. But especially at the communication levels. Supposing two human beings were trying to communicate; this is a hard job. And they were trying to communicate something subtle. Then this is like a planned strategy for what you would have to do to get total communication, total truth about any particular thing.

Dr. Drews: It could be an example, a pattern so the people could then go from this to other kinds of communication. And, I think there is nothing at all wrong with your preliminaries. In fact, sometimes preliminary thinking is the best thing to communicate because you are still struggling, you are still unsure, and if you get too high a level, too abstract, too polished, then you no longer come through--you've gone beyond. You see, you still may be at a point where you are very much like a lot of other people who are struggling with partial knowing. And the highly organized is sometimes harder to communicate than the partial. This working paper could very well be a very informal statement.

Dr. Maslow: Well, as I understand it, there is to be the paper and this is to be passed out to the participants. What I was thinking of was tossing in material as attachments, appendices, things to set the discussion. For instance, that little thing on conventions[1], just 3 or 4 pages, and just mimeographed the way it is. Well, as I understand it, this conference is going to start with this paper.

Dr. Drews: Well, we are hoping that people, everyone, will have read this typescript or working paper, and a paper by Dr. Rogers presenting some of his views. Both you and Dr. Rogers may want to go beyond these papers in remarks you will make. I might say some of the very practical things, some of the problems that counselors face; children come to them with these problems. How can we take a look at these real situations? From this point on, the people in the conference must be involved, asking further questions, noting problems. It should be informal. We should open the discussion and see what these things mean to other people.

Dr. Maslow: One thought. If we are strangers and trying to get together on something and find some small area, where can we go from here? I try something and you try something down here on tape. What would be wrong with--well, for instance, with my graduate students I have learned, and with my undergraduates I have learned also that if I can get this kind of informal, just conversation typed out and mimeographed and pass it around to them and then take off from there and work toward more abstract, more formal, more

---

[1] See Appendix B.

polished, more final, more communicable statements, it has more meaning because we've all participated. I want to get into the notes, the conclusions, the thinking that I have come to on the relationships between internal communication, communication with the self, and communication between the self and the world, perhaps other selves. The big point here is that certain kinds of perception and communication of the world are impossible unless the communication within the person, within the personality, has reached a certain stage of development.

To give a simple example first, a psychopathic liar can never really perceive honesty in another person, or a really cruel person can never understand kindness. Just in about the same way that a tone deaf person just can't get it about the symphony and never will. That is, you have to be a certain kind of a person before you can understand <u>that</u> quality in the outer world. You have to be prepared to receive it just in about the same way that we talked about before. You have to have the experiences, like that anxiety example before. That is, if I understand my anxiety then I can really understand it and perceive it in the world. Just as the man who gets sufficient strength for self-confidence to allow into his own consciousness his own femininity so that he can perceive it in himself. Such a man is very, very much changed as a perceiver of women, and an appreciator of women. Because he does not have to reject femininity within, he does not have to reject femininity outside either.

Dr. Drews: People who have these understandings, who fully understand themselves and respect themselves, can work better with adolescents. They can somehow feel how it is to be an adolescent because they are open enough to reach back into their storehouse of experiences and see themselves as they were as adolescents. It's the people who can really remember how it was to be an adolescent who can respect them. As they've found in the Berkeley studies, the most creative people have their memories open to them. Information is not only retained but is accessible. And it's acceptable also. These creative, open people can remember unpleasant things and admit that they were once confused or rebellious or unhappy or human.

Dr. Maslow: Sure, there are all sorts of examples. For instance, as far as personnel and guidance workers are concerned, one translation of this point would be the very commonplace one that a psychotherapist ought to be a pretty healthy guy himself, at least, that he ought to have been enabled to perceive all sorts of things by not having to fight them or repress them within himself. Hence, the stress on personal analysis for a psychotherapist.

Dr. Drews: Then how do you tie that in with having known and experienced and been aware of anxiety, fear. Is it that he has had problems and worked them through, failed and emerged triumphant? In this way he has had experience in common with others, but, also, he has solved his problems.

Dr. Maslow: Well, there are two angles on it. In the first place, most psychotherapists agree that the best kind of psychotherapist

is one who has been through sickness and has come out of it, so that he can experience both health and sickness subjectively. He knows what both feel like. Then the second point is that in any case, from an existential point of view, everybody had better be regarded as imperfect. Clinically, this means that in my healthiest people you find depression, guilt, sadness, anxiety, etc. It happens to be over different stimuli, different anxieties. Healthy people get depressed; they get guilty.

Dr. Drews: But over more important things.

Dr. Maslow: That's right. They have what I call real guilt instead of pseudo guilt. This reminds me of another thing, too. We started talking about the need for quiet and peace and privacy, etc., for this inner communication with yourself. Now, this doesn't exist in the world. The world is a noisy and busy place, generally, and we don't really have arrangements in the world for the retreat as they used to two thousand years ago. People would go into the desert, or the American Plains Indians would go off into a mountain top, all alone, to be quiet and to meditate and think. Well, we don't do that. This whole business can be taken--that is, all our preoccupation with sound and noise and with newspapers and movies, radios and television and continual communication back and forth--it can be interpreted, and I choose to interpret it that way, as an evasion of confrontation with the self.

Dr. Drews: One might say that some of these forms of communication are an invasion of privacy.

Dr. Maslow: And they break in on you. In about the same way, the educational system, I think, stresses too little the need for privacy, for children being alone with their own fantasies and our just not bothering them, just leaving them alone once in a while so that they can play with their own thoughts -- instead of having group games all the time and instead of having the teacher having communication with everybody all the time. Teachers get so worried when a kid gets a little schizzy, and talks to himself or has an imaginary playmate or something. One point here that would be involved in your discussion of all communication media and teaching media is partly the problem of leaving the kid alone, of permitting quiet, of permitting isolation, privacy, release from tumult, protection from the busyness of the world, etc.

Dr. Drews: And yet we want this thing of bringing more of the world to them and giving them rich experiences, the background of knowledge, the panorama of the world, a view of the past, a view of the future, all of these things. And talking about privacy brings me to this idea of the independent exploration. I've been thinking about the records where our great philosophers and our scientists talk. I like to have tapes of people that I have enjoyed that I want to listen to again. Books, of course, are also media that you can lose yourself in. Can't we have privacy, through individual exploration and expression, at the same time that we are offering wide and rich exposure? What do you think about this?

Dr. Maslow: Well, I would want to say about this -- it seems to me the essential point -- that one of the preliminaries to any kind of

intercourse with the world, with other people, with nature, etc., is trying to bridge the abyss between the encapsulated self, between your private self and all the other private selves. From one point of view, this is impossible. In theory, it is impossible. Yet in practice, it is possible, in degree anyhow. It may not happen perfectly, ever, but it can be better, and it can be worse. Two people who are very en rapport can communicate 98 per cent if not 100 per cent, and this is a very great difference between not communicating at all or communicating only 2 per cent.

Dr. Drews: We should seek to improve communication between men and women, or between teachers and students -- anything we can do to break the wall, or tear down this much of the barrier. And yet we want privacy.

Dr. Maslow: Well, let's say it this way: we shouldn't butt in too much into children's private lives, or in anybody's private life. We have to learn this Taoistic point keeping hands off.

Dr. Drews: This is the thing we were talking about. The accepting, saying: "All right, you develop in your way, and I am saying you can. It's permitted."

Dr. Maslow: That's right. Let's call it Taoistic. Sort of Taoistic, or receptive, or non-interfering. That's a good word -- non-butting in. Or the old principle: leave people alone. Or the Maslovian version of this principle: "leave people to hell alone." This has all sorts of ideas you can go into from about sixty different points of view. Especially from the point of preparing for good communication, which means good therapy, good teaching, good

anything between people.

Dr. Drews: Therapy or teaching, or at least the therapeutic experience and learning are almost identical.

Dr. Maslow: They should be. Well, they would be, I think, if we got this notion about good therapy and that could carry over to good education and good teaching because good teaching must be very, very much like good therapy. And part of this is quite clear to me: just keep your fingers out of people's eyes.

Dr. Drews: But listen to what they say and give them some indication that you are listening in their terms. This is what our children complain about; it is very essential to communication. They say, "Well, the teacher never paid any attention. I didn't understand, but she didn't understand that I didn't understand. And so we didn't get anywhere."

Dr. Maslow: Yes, this is a kind of good "let-be intercommunication." I remember struggling like mad to write out exactly what I meant by that and I got it down and that's in this forthcoming book. It is, of course, a paradox, and I remember after I finished this there was one example I thought I could have used. Supposing you loved your child very, very much, a grownup child at the college level. What is the best way, if you love your daughter very much, of making a good relationship. Paradoxically, it is to let go, not to control, not to interfere, not to dominate, certainly not to cling, not to hang on, not to grasp. It means literally to give freedom to the other, so that your daughter then has, so to speak, the assurance that she can go off into a corner and make up

her own mind about what to do, and you will accept it as a good solution. This means letting-be, non-interference. Paradoxically, that's about the best way there is of winning anybody's love. We know this well enough. We know that domination of your child, control of the child, insistence on love--you know, "you should love me, I am your father," or "I am your mother, look at all the things I did for you,"--is about the best way there is of alienating your kid. But real respect for the individuality of the child means "let be"; means Taoistic "leave them alone." Don't interfere too much. Be available for discussion; be available as a friend.

Dr. Drews: But there are people who may need direction. At times they may practically cry for it. How does this idea of "let be" fit in with your ideas on good choosers and bad choosers?

Dr. Maslow: Just in the same way. We mustn't get too flossy about this whole business. The fact is that we do control a large portion of our population who can't think for themselves. We control the insane, we control the feeble-minded, we control dipsomaniacs, we control drug addicts, we control psychopathic criminals, we control children in much of their lives. I remember I wouldn't let my two girls have a bicycle. Traffic was too dangerous. They just wept. This was just a plain clash of will, and I thought I just knew more, that's all. I could anticipate danger in the way that they couldn't. So, I don't mean to get fancy about freedom under all circumstances.

Dr. Drews: This "let be" principle has sometimes been misinterpreted.

Dr. Maslow: Absolutely. Sure. If your youngster is a fool, you have to take control. That's all. They are making mistakes and...

Dr. Drews: But only through believing in them and letting them make choices and even suffering from the minor mistakes that aren't going to kill them will they develop independence and a little judgment, we hope. In communication, we must also deal with mass communication. Here we need to exercise all the judgment we can find. I've been reading about communication satellites. What is this going to do when you can flip a switch and get any television station in the world immediately? How are you going to process information and make choices unless you are taught to process information and make choices?

Dr. Maslow: Well, this clearly involves the whole problem of health, psychological health, or psychological strength or of being what we call a good person or having high ego strength, as a psychoanalyst would say. On this good chooser business, throughout all our discussions, we will certainly have to think in terms of this factor.

Dr. Drews: And you learn to be a good chooser, just as you learn to be an artist, or a creative person. At least some people learn.

Dr. Maslow: The personnel workers are really involved in this--helping people to self-actualize, to feel, to develop, to grow, etc. The other more technical things that they do about particular things are really means to this end, generally. That's

what they work for, mainly. There are general therapeutic principles which imply just what we were talking about. The good therapeutic situation is as the Freudians describe it, as Rogers describes it; it is all the same, essentially. I have decided to call them Taoistic therapists as distinguished from the directive and controlling and authoritarian therapists. Taoistic means essentially the principle of fostering the growth of the other; and growth can happen only one way: it can happen only from within--so that you have to be strong enough as a therapist to keep your hands off and let the person learn by his own mistakes so long as these are not crippling and won't kill him. Let's call this again Taoistic "let be." And, in this way, people get stronger, they get rid of sicknesses, and from a kind of mediocrity go on to excellence.

Well, so far as communications are concerned (I mean teaching and the use of instruments), here's another instance where we had better keep our goal very, very clear: in regard to any instrument that is morally neutral. That is, teaching machines--there are good ones and bad ones--are no more moral than a movie projector and no more moral than a scalpel is. A scalpel is fine--for a surgeon. If we keep in mind the goals, then the worth of the instrument -- the value of the instrument -- is derived from the worth of the goal for which it was an instrument.

Dr. Drews: I agree. Goals--we have to be clear as to what we want to get from our education--are very important. I also am interested in how people learn. We all know learning is highly

individual. Going back to this matter of a programmed textbook and a step-by-step approach and assuming, making a colossal assumption, that everyone should go through it in these terms, one of the dangers, I think, with the machine approach is the loss of alternatives that the individual meets when he is working through ideas. He has only the ideas in the program to work with, although I understand specialists are trying to provide for the individual's critical and creative extensions. Of course, a program is brief and to the point. But the programmed book is a prescription out of the mind of the person who programs it; he leads you by the hand down the path he takes when he studies the subject. This may be a good way, but we don't want to bring too much control. There is a danger in too much rigidity. Not everyone can take the same path comfortably.

Dr. Maslow: There is no question that it has a danger if it's a dominating force or if it is presented without choice; then it is obviously a danger. I think, however, if it is presented with plenty of choice, if there is a whole series--just as if you want to buy a car you have your choice of 20 models and then you pick--just in that same way, I think, we can find quite useful Spanish records or phonograph records, or, for that matter, records of good music which can be used. I think it would depend on who is the boss, the machines or the person. Supposing I wanted to learn statistics. I think they are programming this now. Many people have great difficulty with statistics, and if I can try out a program, it might be very, very good. And it might be,

since so many people are slow learners here, that one could then find his pace. I think what it comes to is: if the person is a free chooser and if he is also a good enough chooser, if he has a cafeteria kind of arrangement in which to choose, and if the alternatives are really wide enough--let's say for studying Spanish or algebra or whatever--and if this is not a doctrinaire kind of thing which is forced as a way to do things, then it's OK.

Dr. Drews: True, if we take precautions to supply many alternatives, programmed learning and other resources can be very helpful. We must remember how great individual differences are. I have noticed with our bright children that they don't want the teacher to know everything. It upsets them very much if the teacher pretends to know all the answers. To them it's challenging to know that not everything is known, that they can take part in discovery, and that there are all these wonderful things to be known. On the other hand, if a teacher kept saying to our slow children, who are essentially need-motivated and who want some security, "Well, I don't know; let's go out and discover the answer!" they would find this very disquieting. Well, then, if we move over to this matter of the kind of media experiences that are available, we find that bright children may almost insist on a wider range. They also bring to things a kind of structure. Many already have a system, a mental filing system, and they have particular ways that they learn and idiosyncrasies that are already quite marked. Most of them say they dislike drill

intensely. Some of our average students and most of our slow students like a well-marked map which says, "All right, learn this and this and this; and then if you drill at this point, it will stick." Does this make any sense in terms of interpreting media as it relates to individual differences? The more able, more confident students are the more diverse and individualistic, you know.

Dr. Maslow: The clinical finding is that self-actualizing people and healthier college students are simply more perceptive all up and down the line. They seem to see more of the world, and I could say this in many different ways. They see more, they see more widely, they see more richly. I would say they even see more accurately in certain respects. There are some factors that seem to contradict this. We have a kind of experimental program at Brandeis that I may do. There are unhealthy people who seem to perceive certain things better. Homosexuals seem to be able to identify other homosexuals better than many pathologists. And it turned out that the Kinsey people found the same thing to be true for the con man. Well, it turns out, it is because they are interested and because they specialize at it and study it, and we can all do this.

Dr. Drews: And also, I would think that there are some people whose honesty or virtue or just plain good-heartedness comes through so much that almost anyone would tell you that this is a person you could trust. In psychotherapy, people also can recognize this and children know who is a good teacher. We don't

know the exact specifications, and yet every student can point to this one person who is a good teacher.

Dr. Maslow: So that, on the whole, there are no contradictions to this generalization from the point that you can perceive only what you are. You can perceive only what you are fitted to perceive. You can perceive only what you deserve to perceive. You can perceive only what you are strong enough and healthy enough to perceive.

Dr. Drews: If you are very broad in your interests and very accepting of many kinds of people and add to this the perceptiveness which many of our wonderful teachers have, then you may see a great deal. In my study of teachers' speech patterns, I found these teachers--they were very good teachers--changed their vocabulary levels and their speech patterns as they worked with different groups. And they didn't know that they were changing. It happened naturally. Does this have any meaning in terms of communication and the preparation of media? So often the adolescent will say, "I don't get you. You aren't talking my language. You aren't getting across." And if you ever looked at what is known about adolescents, you would see that it's just a few things on dating patterns or delinquency, not studies of how they learn or feel. What do we know about adolescence and preparing materials that will be meaningful, that will communicate to them?

Dr. Maslow: Well, one thing I was going to add--it fits in with this on the adolescent--part of my general findings, if you can

call them findings, imply that you can't perceive what you don't love very well. That you can't perceive what you don't respect. When does love make you blind; and when does it make you perceptive? That is the question.

Dr. Drews: Could we tie together some of these ideas on this point of perception and on privacy and the development of self, and cafeteria of selections, etc? If you consider how much of the world is available through media and that this makes the outer world available to the self and to the inner world, then you can make your own choices and can do this privately and independently. If you aren't a good chooser, perhaps you could have help in choosing a program, choosing directions. Media have much to offer. Some say that teaching machines don't cause children to be anxious and that bad teachers do, but I think good teachers do something more than machines can ever do. But maybe there is a kind of non-interference in media that has a point, is there?

Dr. Maslow: Let's say that the average teaching machine, as we now understand it, is probably better than the very bad teacher. Because a bad teacher can ruin us. I was telling you about all of this persecution of the creative child, etc. Well, machines can't persecute you. They can't be unfair and turn away. You are not a captive audience. It's like books; they're media you know. Your relationship with books could be very much like the relationship between children and pets, animals. Try to figure this out. Why do they love them, puppies and dogs, etc.? Well,

I think puppies are very much like--more like--books than they are like parents or teachers. Puppies are just simply not authoritarian.

Dr. Drews: That's a wonderful image. The authoritarian puppy.

Extension of Comments of A. H. Maslow

Dr. Drews: Due to difficulties with the recording equipment, I was unable to record the last part of our conversation. It was at this time that Dr. Maslow spoke of an exciting course that he taught in which he gave students a feeling for what psychotherapy is like. They couldn't all go through the therapy or psychoanalytic experience, and so he exposed them to experiences that approximated the real thing and had them read many case studies. Particularly those of Eugenia Hanfmann of Brandeis who has done some very sensitive and beautiful case studies. These were read by Dr. Maslow's students. The students also participated in other experiences. For example, they saw Rogers' film on counseling and listened to records. Maslow also reported taking these materials and reading them aloud--word by word. He would add commentaries such as, "Well, now, if it had been Freud, he might have said this, but Jung would have said it that way." This is a translation into practice of this whole idea that we are considering--the idea that media can offer the opportunity to experience something that is almost as good as the real thing, the primary experience. This would appear to be better than a second-hand, over-abstracted thing that a teacher could do without these original documents. Added to this, two rather unusual books were used, both by Marian Milner, one entitled, On Not Being Able to Paint, the other now out of print. These were books that really were an excursion into the firsthand experience, into the inchoate, as Dr. Maslow says. (A further

expansion of these ideas was made in a discussion of an unusual aesthetic experience at LaJolla, California, where 100 pictures were shown continuously in a room devoted to that purpose. This is further described in the panel presentation which follows.)

Dr. Maslow also said that he is concerned about the flight from tenderness in education and the unfortunate assumption of an either/or dichotomy between emotion and cognition. He said that our education is too verbal and too analytic and that we try to teach the brain alone. He feels that the emotional and poetic and kinesthetic should be fostered, that we should teach all to dance, to feel rhythm, to see color, and to respond to the most subtle nuances of our environment. Through media, we have ways to reach many facets of the personality. We don't have to over-abstract, and simply tell people about shapes and sounds. We can come very near the real experience.

Granted, we can learn in other, even more primary ways, through psychotherapy, being married to a wonderful person, having a child, and directly experiencing all sorts of aesthetic things. And maybe this is the best way to learn. Yet, it is seemingly impossible to supply all of these primary experiences for all persons. Dr. Maslow suggested that media could be brought into the development of a kind of creative education, because media could supply a close approximation of a first-hand experience. We discussed listening to Robert Frost reading his own poems; and the feeling the listener has of participating in the experience of creation. We considered the Montessori

method, in which children handle things and learn through these kinesthetic experiences. And then we talked about the mathematics taught at Bruner's Center for Cognitive Studies, where they are developing models for young children to handle and using bright colors that will add another dimension to experience.

And, at this point, Dr. Maslow mentioned Catherine Stern who had also used materials that could be handled to prepare students for dealing with mathematical concepts. He also said that he has played with the notion of asking some toy manufacturers if they could explore the uses of toys and games with pre-school children in their laboratories--to develop further insights into many aspects of experiencing.

So, perhaps, we can conceive of media as an intermediary between the primary act of self-discovery, which is the original experience, and the overly abstract, pedantic kind of education to which all of us are subjected. We can't recommend perfect therapy or a good marriage as the solution for everyone. It isn't easy. However, many of these things can be experienced through the eyes of others, through the ears of others, through the words of others. So, we would ask, what do teachers have within their powers? If they as individuals can't provide these things, what can they use as an extension to their own contributions? What other resources are at their command to give richness and depth and a wide range of experience to young people?

It is quite possible that these resources can be used in

the service of recovering lost talents and capacities and ideals. Music might reawaken a dormant vision of human potentiality. Dr. Maslow said this is especially needed with boys and men since they so often close the doors to the emotional, the aesthetic, and the experiential. They have been made to feel that these are wrong, that they are childish, that they are feminine. Yet, it is our own feelings that determine the ends we shall pursue. There must be some way, as Dr. Maslow suggested, to continue with toys, games, and all manner of direct experiences as education proceeds. We must show that we, as adults--teachers and counselors--approve of these parts of life. In my work in remedial reading, we had used games to recapture this earlier joy in experience, the fun and the excitement. We found we could teach spelling to our pre-delinquents or semi-delinquents by letting them throw dice so that they could live in this demi-world of the delinquent and still be learning. Work and play could be seen as not mutually exclusive.

We explored these ideas further and considered the phenomena of young girls learning to ride a horse by watching the process on TV, finding that they were able to internalize these experiences in an amazing way. Yet, if they were under the rigid rules and strictures and the admonishments of an authoritarian teacher, they wouldn't learn to ride a horse because they would be afraid to let themselves go. Similarly, severely retarded children have learned to speak by listening to TV. Prior to this, no one talked with these children. Then all of a

sudden here was something that talked back and was their very own, and they could listen by the hour and glue themselves to it.

Dr. Maslow has opened many doors of experiencing for me and has, I believe, suggested many unusual and valuable ways that media may contribute to counseling, to communication, to the process of education, and to the total sweep of life.

READINGS RECOMMENDED BY A. H. MASLOW

ASCD Committee, Arthur Combs, Chairman. Perceiving, Behaving, Becoming: A New Focus for Education. Washington: Association for Supervision and Curriculum Development. 1962.

Hayakawa, Samuel I.. Language in Action. New York: Harcourt. Brace and Company, 1941.

Huxley, Aldous. Doors of Perception. New York: Harper. 1954.

Huxley, Aldous. Heaven and Hell. New York: Harper. 1956.

Laski, Marghanita. Ecstasy. Bloomington, Indiana: Indiana University Press. 1962.

Maslow, A. H. Toward a Psychology of Being. Princeton, New Jersey: Van Nostrand. 1962.

Milner, Marion. On Not Being Able to Paint. New York: International Universities Press. 1957.

Rogers, Carl R. On Becoming a Person. Boston: Houghton Mifflin. 1961.

Wilson, Colin. Stature of Man. Boston: Houghton Mifflin. 1959.

THE PLACE OF THE PERSON IN THE NEW WORLD OF THE BEHAVIORAL SCIENCES[1]

Carl R. Rogers, Professor
Departments of Psychology and Psychiatry
University of Wisconsin

The science of psychology, in spite of its immaturities and its brashness, has advanced mightily in recent decades. From a concern with observation and measurement it has increasingly moved toward becoming an "if-then" science. By this I mean it has become more concerned with the discernment and discovery of lawful relationships such that if certain conditions exist, then certain behaviors will predictably follow. It is rapidly increasing the number of areas or situations in which it may be said that if certain describable, measurable conditions are present or are established, then predictable, definable behaviors are learned or produced.

Now in one sense every educated person is aware of this. But it seems to me that few are aware of the breadth, depth, and extent of these advances in psychology and the behavioral sciences. And still fewer seem to be aware of the profound social, political, ethical, and philosophical problems posed by these advances. I would like to focus on some of the implications of these advances.

Let me venture first to review a few selected examples of what I mean by the increased ability of psychology to understand and predict or control behavior. I have chosen them to illustrate the wide range of behaviors involved. I shall summarize and greatly simplify each of the illustrations, with only a suggestion of the evidence which exists. As a general statement I may say that each illustration I will give is supported by reasonably rigorous and adequate research, though like all scientific findings, each is open to modification or correction through more exact or imaginative future studies.

What then, are some of the behaviors or learnings for which we now know how to supply the antecedent conditions? I would agree that we know how to produce these effects in the same way, though not with the same exactitude, that the physicist knows how to set up the conditions under which given substances will go through a process of atomic fission or fusion. They are instances of what we know how to achieve or accomplish.

We know how to set up the conditions under which many individuals will report as true, judgments which are contrary to the evidence of their senses. They will, for example, report that Figure A covers a larger area

---

[1]Reprinted from the Personnel and Guidance Journal for February, 1961. Published by the American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C. 20009. This paper in somewhat expanded form appears in Dr. Rogers' book, On Becoming a Person. Boston: Houghton-Mifflin, 1961. Since the Conference, Dr. Rogers has become Resident Fellow, Western Behavioral Sciences Institute, La Jolla, California.

than Figure B, when the evidence of their senses plainly indicates that the reverse is true. Experiments by Asch (1) later refined and improved by Crutchfield (4) show that when a person is led to believe that everyone else in the group sees A as larger than B, then he has a strong tendency to go along with this judgment and in many instances does so with a real belief in his false report.

Not only can we predict that a certain percentage of individuals will thus yield and disbelieve their own senses, but Crutchfield has determined the personality attributes of those who will do so and by selection procedures would be able to choose a group who would almost uniformly give in to these pressures for conformity.

We know how to change the opinions of an individual in a selected direction, without his ever becoming aware of the stimuli which changed his opinion. A static, expressionless protrait of a man was flashed on a screen by Spence and Klein (17). They requested their subjects to note how the expression of the picture changed. Then they intermittenly flashed the word "angry" on the screen, at exposures so brief that the subjects were consciously completely unaware of having seen the word. They tended, however, to see the face as becoming more angry. When the word "happy" was flashed on the screen in similar fashion, the viewers tended to see the face as becoming more happy. Thus they were clearly influenced by stimuli which registered at a subliminal level, stimuli of which the individual was not, and could not be, aware.

We can predict, from the way individuals perceive the movement of a spot of light in a dark room, whether they tend to be prejudiced or unprejudiced. There has been much study of ethnocentrism, the tendency toward a pervasive and rigid distinction between ingroups and outgroups, and a submissive attitude toward, and belief in the rightness of, ingroups. One of the theories which has developed is that the more ethnocentric person is unable to tolerate ambiguity or uncertainty in a situation. Operating on this theory Block and Block (3) had subjects report on the degree of movement they perceived in a dim spot of light in a completely dark room. (Actually no movement occurs, but almost all individuals perceive movement in this situation.) They also gave these same subjects a test of ethnocentrism. It was found, as predicted, that those who, in successive trials, quickly established a norm for the amount of movement they perceived, tended to be more ethnocentric than those whose estimates of movement continued to show variety.

This study was repeated, with slight variation, in Australia (18), and the findings were confirmed and enlarged. It was found that the more ethnocentric individuals were less able to tolerate ambiguity, and saw less movement than the unprejudiced. They also were more dependent on others and when making their estimates in the company of another person, tended to conform to the judgment of that person.

Hence it is not too much to say that by studying the way the individual perceives the movement of a dim light in a dark room, we can tell a good deal about the degree to which he is a rigid, prejudiced, ethnocentric person.

We know the attitudes which, if provided by a counselor or a therapist, will be predictably followed by certain constructive personality and behavior changes in the client. Studies we have completed in recent years in the field of psychotherapy (11-13, 19) justify this statement. The findings from these studies may be very briefly summarized in the following way.

If the therapist provides a relationship in which he is (a) genuine, internally consistent; (b) acceptant, prizing the client as a person of worth; (c) empathical understanding of the client's private world of feelings and attitudes; then certain changes occur in the client. Some of these changes are: the client becomes (a) more realistic in his self-perceptions; (b) more confident and self-directing; (c) more positively valued by himself; (d) less likely to repress elements of his experience; (e) more mature, socialized and adaptive in his behavior; (f) less upset by stress and quicker to recover from it; (g) more like the healthy, integrated, well-functioning person in his personality structure. These changes do not occur in a control group and appear to be definitely associated with the client's being in a relationship with these qualities.

We know how to provide animals with a most satisfying experience consisting entirely of electrical stimulation. Olds (6) has found that he can implant tiny electrodes in the septal area of the brain of laboratory rats. When one of these animals presses a bar in his cage, it causes a minute current to pass through these electrodes. This appears to be such a rewarding experience that that animal goes into an orgy of bar pressing, often until he is exhausted. Whatever the subjective nature of the experience it seems to be so satisfying that the animal prefers it to any other activity. I will not speculate as to whether this procedure might be applied to human beings, nor what, in this case, its consequence would be.

We know how to provide psychological conditions which will produce vivid hallucinations and other abnormal reactions in the thoroughly normal individual in the waking state. This knowledge came about as the unexpected by-product of research at McGill University (2). It was discovered that if all channels of sensory stimulation are cut off or muffled, abnormal reactions follow. If healthy subjects lie motionless to reduce kinaesthetic stimuli, with eyes shielded by translucent goggles which do not permit perception, with hearing largely stifled by foam rubber pillows as well as by being in a quiet cubicle, and with tactile sensations reduced by cuffs over the hands, then hallucinations and bizarre ideation bearing some resemblance to that of the psychotic occur within a relatively short time in most subjects. What the results would be if the sensory stifling were continued longer is not known because the experience seemed so potentially dangerous that the investigators were reluctant to continue it.

I hope that these few illustrations will have given some concrete meaning to the statement that the behavioral sciences are making strides in the understanding, prediction, and control of behavior. In important ways we know how to select individuals who will exhibit certain behaviors; to establish conditions in groups which will lead to various predictable group behaviors; to establish conditions which, in an individual, will lead to specified behavioral results; and in animals our ability to understand, predict, and control goes even further, possibly foreshadowing future steps in relation to man.

If your reaction is the same as mine then you will have found that this picture I have given has its frightening as well as its strongly positive aspects. With all the immaturity of this young science, and its vast ignorance, even its present state of knowledge contains awesome possibilities. Perhaps it makes clear the reason why Robert Oppenheimer, one of the most gifted of our natural scientists, looks out from his own domain of physics, and out of the experiences in that field voices a warning. He says that there are some similarities between physics and psychology, and one of these similarities "is the extent to which our progress will create profound problems of decision in the public domain. The physicists have been quite noisy about their contributions in the last decade. The time may well come--as psychology acquires a sound objective corpus of knowledge about human behavior and feeling--when the powers of control thus available will pose far graver problems than any the physicists have posed" (7).

Among behavioral scientists it seems to be largely taken for granted that the finding of such science will be used in the prediction and control of human behavior. Yet most psychologists and other such scientists have given little thought to what this would mean.

I should like to try to present, as well as I can, a simplified picture of the cultural pattern which emerges if we endeavor to shape human life in terms of the behavioral sciences. This is one of two possible directions I wish to consider.

There is first of all the recognition, almost the assumption, that scientific knowledge is the power to manipulate. Dr. B. F. Skinner of Harvard says: "We must accept the fact that some kind of control of human affairs is inevitable. We cannot use good sense in human affairs unless someone engages in the design and construction of environmental conditions which affect the behavior of men" (14).

Let us look at some of the elements which are involved in the concept of the control of human behavior as mediated by the behavioral sciences. What would be the steps in the process by which a society might organize itself so as to formulate human life in terms of the science of man?

First would come the selection of goals. In a recent paper (14) Dr. Skinner suggests that one possible goal to be assigned to the behavior technology is this: "Let man be happy, informed, skillful, well-behaved, and productive." In his book, Walden Two (16), where he can use the guise of fiction to express his views, he becomes more expansive. His hero says, "Well, what do you say to the design of personalities? Would that interest you? The control of temperment? Give me the specifications, and I'll give you the man! What do you say to the control of motivation, building the interests which will make men most productive and most successful? Does that seem to you fantastic? Yet some of the techniques are available, and more can be worked out experimentally. Think of the possibilities...Let us control the lives of our children and see what we can make of them."

What Skinner is essentially saying here is that the current knowledge in the behavior sciences, plus that which the future will bring, will enable us to specify, to a degree which today would seem incredible, the kind of behavioral and personality results which we wish to achieve.

The second element in this process would be one which is familiar to every scientist who has worked in the field of applied science. Given the purpose, the goal, we proceed by the method of science--by controlled experimentation--to discover the means to these ends. The method of science is self-correcting in thus arriving at increasingly effective ways of achieving the purpose we have selected.

The third element in the control of human behavior through the behavioral sciences involves the question of power. As the conditions or methods are discovered by which to achieve our goal, some person or group obtains the power to establish those conditions or use those methods. There has been too little recognition of the problem involved in this. To hope that the power which is being made available by the behavioral sciences will be exercised by the scientists, or by a benevolent group, seems to me a hope little supported by either recent or distant history.

It seems far more likely that behavioral scientists, holding their present attitudes, will be in the position of the German rocket scientists specializing in guided missiles. First they worked devotedly for Hitler to destroy Russia and the United States. Now, depending on who captured them, they work devotedly for Russia in the interest of destroying the United States, or devotedly for the United States in the interest of destroying Russia. If behavioral scientists are concerned solely with advancing their science, it seems most probable that they will serve the purposes of whatever individual or group has the power.

But this is, in a sense, a digression. The main point of this view is that some person or group will have and use the power to put into effect the methods which have been discovered for achieving the desired goal.

The fourth step in this process whereby a society might formulate its life in terms of the behavioral sciences is the exposure of individuals to the methods and conditions mentioned. As individuals are exposed to the prescribed conditions this leads, with a high degree of probability, to the behavior which has been desired. Men then become productive, if that has been the goal, or submissive, or whatever it has been decided to make them.

To give something of the flavor of this aspect of the process as seen by one of its advocates, let me again quote the hero of Walden Two. "Now that we know how positive reinforcement works, and why negative doesn't" he says, commenting on the method he is advocating, "we can be more deliberate and hence more successful, in our cultural design. We can achieve a sort of control under which the controlled, though they are following a code much more scrupulously than was ever the case under the old system, nevertheless feel free. They are doing what they want to do, not what they are forced to do. That's the source of the tremendous power of positive reinforcement--there's no restraint and no revolt. By a careful cultural design, we control not the final behavior, but the inclination to behave--the motives, the desires, the wishes. The curious thing is that in that case the question of freedom never arises" (16).

The Picture and Its Implications

Let me see if I can sum up briefly the picture of the impact of the behavioral sciences upon the individual and upon society, as this impact is explicitly seen by Dr. Skinner and implied in the attitudes and work of many, perhaps most, behavioral scientists. Behavioral science is clearly moving forward; the increasing power for control which it gives will be held by some one or some group; such an individual or group will surely choose the purposes or goals to be achieved; and most of us will then be increasingly controlled by means so subtle we will not even be aware of them as controls. Thus whether a council of wise psychologists (if this is not a contradiction in terms) or a Stalin or a Big Brother has the power, and whether the goal is happiness, or productivity, or resolution of the Oedipus complex, or submission, or love of Big Brother, we will inevitably find outselves moving toward the chosen goal, and probably thinking that we ourselves desire it. Thus if this line of reasoning is correct, it appears that some form of completely controlled society--a Walden Two or a 1984--is coming. The fact that it would surely arrive piecemeal rather than all at once, does not greatly change the fundamental issues. Man and his behavior would become a planned product of a scientific society.

You may well ask, "But what about individual freedom? What about the democratic concepts of the rights of the individual?" Here, too, Dr. Skinner is quite specific. He says quite bluntly, "The hypothesis that man is not free is essential to the application of scientific method to the study of human behavior. The free inner man who is held responsible for his behavior...is only a prescientific substitute for

the kinds of causes which are discovered in the course of scientific analysis. All these alternative causes lie outside the individual" (15).

I have endeavored, up to this point, to give an objective picture of some of the developments in the behavioral sciences and an objective picture of the kind of society which might emerge out of those developments. I do, however, have strong personal reactions to the kind of world I have been describing, a world which Skinner explicitly (and many another scientist implicitly) expects and hopes for in the future. To me this kind of world would destroy the human person as I have come to know him in the deepest moments of psychotherapy. In such moments I am in relationship with a person who is spontaneous, who is responsibly free, that is, aware of his freedom to choose whom he will be and aware also of the consequences of his choice. To believe, as Skinner holds, that all this is an illusion and that spontaneity, freedom, responsibility, and choice have no real existence would be impossible for me.

I feel that to the limit of my ability I have played my part in advancing the behavioral sciences, but if the result of my efforts and those of others is that man becomes a robot, created and controlled by a science of his own making, then I am very unhappy indeed. If the good life of the future consists in so conditioning individuals through the control of their environment and through the control of the rewards they receive, that they will be inexorably productive, well behaved, happy or whatever, then I want none of it. To me this is a pseudo-form of the good life which includes everything save that which makes it good.

And so I ask myself, is there any flaw in the logic of this development? Is there any alternative view as to what the behavioral sciences might mean to the individual and to society? It seems to me that I perceive such a flaw and that I can conceive of an alternative view. These I would like to set before you.

Ends and Values in Relation to Science

It seems to me that the view I have presented rests upon a faulty perception of goals and values in their relationship to science. The significance of the purpose of a scientific undertaking is, I believe, grossly underestimated. I would like to state a two-pronged thesis which in my estimation deserves consideration. Then I will elaborate the meaning of these two points.

1. In any scientific endeavor--whether "pure" or applied science--there is a prior personal subjective choice of the purpose or value which that scientific work is perceived as serving.

2. This subjective value choice which brings the scientific endeavor into being must always lie outside of that endeavor and can never become a part of the science involved in that endeavor.

Let me illustrate the first point from Dr. Skinner's writings. When he suggests that the task for the behavioral sciences is to make man "productive," "well-behaved," etc., it is obvious that he is making a choice. He might have chosen to make men submissive, dependent, and gregarious, for example. Yet by his own statement in another context man's "capacity to choose," his freedom to select his course and to initiate action--these powers do not exist in the scientific picture of man. Here is, I believe, the deepseated contradiction or paradox. Let me spell it out as clearly as I can.

Science, to be sure, rests on the assumption that behavior is caused--that a specified event is followed by a consequent event. Hence all is determined, nothing is free, choice is impossible. But we must recall that science itself and each specific scientific endeavor, each change of course in a scientific research, each interpretation of the meaning of a scientific finding, and each decision as to how the finding shall be applied rests upon a personal, subjective choice. Thus science in general exists in the same paradoxical situation as does Dr. Skinner. A personal, subjective choice made by man sets in motion the operations of science, which in time proclaims that there can be no such thing as a personal, subjective choice. I shall make some comments about this continuing paradox at a later point.

I stressed the fact that each of these choices, initiating or furthering the scientific venture, is a value choice. The scientist investigates this rather than that, because he feels the first investigation has more value for him. He chooses one method for his study rather than another because he values it more highly. He interprets his findings in one way rather than another because he believes the first way is closer to the truth, or more valid--in other words that it is closer to a criterion which he values. Now these value choices are never a part of the scientific venture itself. The value choices connected with a particular scientific enterprise always and necessarily lie outside of that enterprise.

I wish to make it clear that I am not saying that values cannot be included as a subject of science. It is not true that science deals only with certain classes of "facts" and that these classes do not include values. It is a bit more complex than that, as a simple illustration or two may make clear.

If I value knowledge of the "three R's" as a goal of education, the methods of science can give me increasingly accurate information as to how this goal may be achieved. If I value problem-solving ability as a goal of education, the scientific method can give me the same kind of help.

Now if I wish to determine whether problem-solving ability is "better" than knowledge of the three R's, then scientific method can also study those two values, but only--and this is very important--only in terms of some other value which I have subjectively chosen. I may

value college success. Then I can determine whether problem solving ability or knowledge of the three R's is more closely associated with that criterion. I may value personal integration or vocational success or responsible citizenship. I can determine whether problem solving ability or knowledge of the three R's is "better" for achieving any one of these values. But the value or purpose which gives meaning to a particular scientific endeavor must always lie outside of that endeavor.

Though our concern here is largely with applied science what I have been saying seems equally true of so-called pure science. In pure science the usual prior subjective value choice is the discovery of truth. But this is a subjective choice and science can never say whether it is the best choice, save in the light of some other value. Geneticists in Russia, for example, had to make a subjective choice of whether it was better to pursue truth, or to discover facts which upheld a governmental dogma. Which choice is "better"? We could make a scientific investigation of those alternatives, but only in the light of some other subjectively chosen value. If, for example, we value the survival of a culture then we could begin to investigate with the methods of science the question as to whether pursuit of truth or support of governmental dogma is most closely associated with cultural survival.

My point then is that any scientific endeavor, pure or applied, is carried on in the pursuit of a purpose or value which is subjectively chosen by persons. It is important that this choice be made explicit, since the particular value which is being sought can never be tested or evaluated, confirmed or denied, by the scientific endeavor to which it gives birth and meaning. The initial purpose or value always and necessarily lies outside the scope of the scientific effort which it sets in motion.

Perhaps, however, the thought is that a continuing scientific endeavor will evolve its own goals; the initial findings will alter the directions, and subsequent findings will alter them still further and that the science somehow develops its own purpose. This seems to be a view implicitly held by many scientists. It is surely a reasonable description, but it overlooks one element in this continuing development, which is that subjective, personal choice enters in at every point at which the direction changes. The findings of a science, the results of an experiment, do not and never can tell us what next scientific purpose to pursue. Even in the purest of science, the scientist must decide what the findings mean and must subjectively choose what next step will be most profitable in the pursuit of his purpose. And if we are speaking of the application of scientific knowledge, then it is distressingly clear that the increasing scientific knowledge of the structure of the atom carries with it no necessary choice as to the purpose to which this knowledge will be put. This is a subjective personal choice which must be made by many individuals.

Thus I return to the proposition with which I began this section of my remarks--and which I now repeat in different words. Science has its meaning as the objective pursuit of a purpose which has been subjectively chosen by a person or persons. This purpose or value can never be investigated by the particular scientific experiment or investigation to which it has given birth and meaning. Consequently, any discussion of the control of human beings by the behavioral sciences must first and most deeply concern itself with the subjectively chosen purposes which such an application of science is intended to implement.

An Alternative Set of Values

If the line of reasoning I have been presenting is valid, then it opens new doors to us. If we frankly face the fact that science takes off from a subjectively chosen set of values, then we are free to select the values we wish to pursue. We are not limited to such stultifying goals as producing a controlled state of happiness, productivity, and the like. I would like to suggest a radically different alternative.

Suppose we start with a set of ends, values, purposes, quite different from the type of goals we have been considering. Suppose we do this quite openly, setting them forth as a possible value choice to be accepted or rejected. Suppose we select a set of values which focuses on fluid elements of process, rather than static attributes. We might then value:

Man as a process of becoming; as a process of achieving worth and dignity through the development of his potentialities;

The individual human being as a self-actualizing process, moving on to more challenging and enriching experiences;

The process by which the individual creatively adapts to an ever new and changing world;

The process by which knowledge transcends itself, as for example the theory of relativity transcended Newtonian physics, itself to be transcended in some future day by a new perception.

If we select values such as these, we turn to our science and technology of behavior with a very different set of questions. We will want to know such things as these.

Can science aid us in the discovery of new modes of richly rewarding living? More meaningful and satisfying modes of interpersonal relationships?

Can science inform us as to how the human race can become a more intelligent participant in its own evolution--its physical, psychological and social evolution?

Can science inform us as to ways of releasing the creative capacity of individuals, which seem so necessary if we are to survive in this fantastically expanding atomic age? Dr. Oppenheimer has pointed out (8) that knowledge, which used to double in millenia or centuries, now doubles in a generation or a decade. It appears that we will need to discover the utmost in release of creativity if we are to be able to adapt effectively.

In short, can science discover the methods by which man can most readily become a continually developing and self-transcending process, in his behavior, his thinking, his knowledge? Can science predict and release an essentially "unpredictable" freedom?

It is one of the virtues of science as a method that it is as able to advance and implement goals and purpose of this sort as it is to serve static values such as states of being well-informed, happy, obedient. Indeed we have some evidence of this.

A Small Example

I will perhaps be forgiven if I document some of the possibilities along this line by turning to psychotherapy, the field I know best.

Psychotherapy as Meerloo (5) and others have pointed out can be one of the most subtle tools for the control of one person by another. The therapist can subtly mold individuals in imitation of himself. He can cause an individual to become a submissive and conforming being. When certain therapeutic principles are used in extreme fashion, we call it brainwashing, an instance of the disintegration of the personality and a reformulation of the person along lines desired by the controlling individual. So the principles of therapy can be used as a most effective means of external control of human personality and behavior. Can psychotherapy be anything else?

Here I find the developments going on in client-centered psychotherapy (11) an exciting hint of what a behavioral science can do in achieving the kinds of values I have stated. Quite aside from being a somewhat new orientation in psychotherapy, this development has important implications regarding the relation of a behavioral science to the control of human behavior. Let me describe our experience as it relates to the issues of today's discussion.

In client-centered therapy, we are deeply engaged in the prediction and influencing of behavior. As therapists we institute certain attitudinal conditions, and the client has relatively little voice in the establishment of these conditions. Very briefly, as I indicate earlier, we have found that the therapist is most effective if he is: (a) genuine, integrated, transparently real in the relationship; (b) acceptant of the client as a separate, different person, and acceptant of each fluctuating aspect of the client as it comes to

expression; and (c) sensitively empathic in his understanding, seeing the world through the client's eyes. Our research points us to predict that if these attitudinal conditions are instituted or established, certain behavioral consequences will ensue. Putting it this was sounds as if we are again back in the familiar groove of being able to predict behavior, and hence able to control it. But precisely here exists a sharp difference.

The conditions we have chosen to establish predict such behavioral consequences as these: that the client will become more self-directing, less rigid, more open to the evidence of his senses, better organized and integrated, more similar to the ideal which he has chosen for himself. In other words we have established by external control conditions which we predict will be followed by internal control by the individual, in pursuit of internally chosen goals. We have set the conditions which predict various classes of behaviors--self-directing behaviors, sensitivity to realities within and without, flexible adaptiveness--which are by their very nature unpredictable in their specifics. The conditions we have established predict behavior which is essentially "free." Our recent research (12) indicates that our predictions are to a significant degree corroborated and our commitment to the scientific method causes us to believe that more effective means of achieving these goals may be realized.

Research exists in other fields--industry, education, group dynamics--which seems to support our own findings. I believe it may be conservatively stated that scientific progress has been made in identifying those conditions in an interpersonal relationship which, if they exist in B, are followed in A by greater maturity in behavior, less dependence upon others, an increase in expressiveness as a person, an increase in variability, flexibility, and effectiveness of adaptation, an increase in self-responsibility, and self-direction.

Thus we find ourselves in fundamental agreement with John Dewey's statement: "Science has made its way by releasing, not by suppressing, the elements of variation, of invention and innovation, of novel creation in individuals" (10). We have come to believe that progress in personal life and in group living is made in the same way, by releasing variation, freedom, creativity.

A Possible Concept of the Control of Human Behavior

It is quite clear that the point of view I am expressing is in sharp contrast to the usual conception of the relationship of the behavioral sciences to the control of human behavior, previously mentioned. In order to make this contrast even more blunt, I will state this possibility in a form parallel to the steps which I described before.

1. It is possible for us to choose to value man as a self-actualizing process of becoming; to value creativity, and the process by which knowledge becomes self-transcending.

We can proceed, by the methods of science, to discover the conditions which necessarily precede these processes, and through continuing experimentation, to discover better means of achieving these purposes.

3. It is possible for individuals or groups to set these conditions, with a minimum of power or control. According to present knowledge, the only authority necessary is the authority to establish certain qualities of interpersonal relationship.

4. Exposed to these conditions, present knowledge suggests that individuals become more self-responsible, make progress in self-actualization, become more flexible, more unique and varied, more creatively adaptive.

5. Thus such an initial choice would inaugurate the beginnings of a social system or subsystem in which values, knowledge, adaptive skills, and even the concept of science would be continually changing and self-transcending. The emphasis would be upon man as a process of becoming.

I believe it is clear that such a view as I have been describing does not lead to any definable Utopia. It would be impossible to predict its final outcome. It involves a step by step development, based upon a continuing subjective choice of purposes, which are implemented by the behavioral sciences. It is in the direction of the "open society," as that term has been defined by Popper (9), where individuals carry responsibility for personal decisions. It is at the opposite pole from his concept of the closed society, of which Walden Two would be an example.

I trust it is also evident that the whole emphasis is upon process, not upon end states of being. I am suggesting that it is by choosing to value certain qualitative elements of the process of becoming, that we can find a pathway toward the open society.

The Choice

It is my hope that I have helped to clarify the range of choice which will lie before us and our children in regard to the behavioral sciences. We can choose to use our growing knowledge to enslave people in ways never dreamed of before, depersonalizing them, controlling them by means so carefully selected that they will perhaps never be aware of their loss of personhood. We can choose to utilize our scientific knowledge to make men necessarily happy, well-behaved, and productive, as Dr. Skinner suggests. We can, if we wish, choose to make men submissive, conforming, docile. Or at the other end of the spectrum of choice we can choose to use the behavioral sciences in ways which will free, not control; which will bring about constructive variability, not conformity; which will develop creativity, not contentment; which will facilitate each person in his self-directed process of becoming; which will aid individuals, groups, and even the

concept of science to become self-transcending in freshly adaptive ways of meeting life and its problems.

If we choose to utilize our scientific knowledge to free men, then it will demand that we live openly and frankly with the great paradox of the behavioral sciences. We will recognize that behavior, when examined scientifically, is surely best understood as determined by prior causation. This is the great fact of science. But responsible personal choice, which is the most essential element in being a person, which is the core experience in psychotherapy, which exists prior to any scientific endeavor, is an equally prominent fact in our lives. That these two important elements of our experience appear to be in contradiction has perhaps the same significance as the contradiction between the wave theory and the corpuscular theory of light, both of which can be shown to be true, even though incompatible. We cannot profitably deny the freedom which exists in our subjective life, any more than we can deny the determinism which is evident in the objective description of that life. We will have to live with that paradox.

References

1. Asch, S.E. Social psychology. New York: Prentice-Hall, 1952.
2. Beston, W.H., Heron, W., & Scott, T. H. Effects of decreased variation in the sensory environment. Canad. J. Psychol., 1954, 8, 70-76.
3. Block, J., & Block, Jeanne. An investigation of the relationship between intolerance of ambiguity and ethnocentrism. J. Pers., 1951, 19, 303-311.
4. Crutchfield, R.S. Conformity and character. Amer. Psychologist, 1955, 10, 191-198.
5. Meerloo, J.A.M. Medication into submission: the danger of therapeutic coercion. J. nerv. ment. Dis., 1955, 122, 353-360.
6. Olds, J. A. A physiological study of reward. In McClelland, D.C. (Ed.), Studies in motivation. New York: Appleton-Centory-Crofts, 1955.
7. Oppenheimer, R. Analogy in science. Amer. Psychologist, 1956, 11, 127-135.
8. Oppenheimer, R. Science and our times. Chicago: Roosevelt University Occasional Papers, 1956, 2.
9. Popper, K.R. The open society and its enemies. London: Rutledge and Kegan Paul, 1945.
10. Ratner, J. (Ed.). Intelligence in the modern world: John Dewey's philosophy. New York: Modern Library, 1939.
11. Rogers, C. R. Client-centered therapy. Boston: Houghton Mifflin, 1951.
12. Rogers, C. R. & Dymond, Rosaling F. (Eds.). Psychotherapy and personality change. Chicago: University of Chicago Press, 1954.
13. Seeman, J., & Raskin, N.J. Research perspectives in client-centered therapy. In Mowrer, O. H. (Ed.), Psychotherapy: theory and research, Chapter 9. New York: Ronald Press, 1953.

14. Skinner, B. F. Freedom and the control of men. Amer. Scholar, Winter, 1955-56, 25, 47-65.
15. Skinner, B. F. Science and human behavior. New York: Macmillan, 1953.
16. Skinner, B. F. Walden Two. New York: Macmillan, 1948.
17. Smith, G. J. W., Spence, D. F., & Klein, G. S. Subliminal effects of verbal stimuli. J. abnorm. soc. Psychol., 1959, 59, 167-176.
18. Taft, R. Intolerance of ambiguity and ethnocentrism. J. consult. Psychol., 1956. 20, 153-154.
19. Thetford, W.N. An objective measure of frustration tolerance in evaluating psychotherapy, in Wolff, W. (Ed.), Success in psychotherapy. Chapter 2. New York: Grune and Stratton, 1952.

PANEL DISCUSSION[1]

Elizabeth M. Drews A. H. Maslow Carl R. Rogers

Dr. Maslow: I want to bring out a little more the skeleton of what I said -- some of the remarks that I made in the mimeographed discussion, and then make more clear the relevance of these points to the whole problem of education and of the possible role of the new technological media in this, what I consider, new kind of education.

First of all, I think it may not have been clear enough about the relationship I was trying to describe between intrapersonal communication, i.e., the communication within the personality itself, or lack of communication, and the communication to and from the outside world -- other people, nature, reality. It's a delicate kind of thing to say. Actually, it's a very simple conception that we all agree with -- to the extent that we ourselves are internally split or disassociated, to the extent that we run a civil war within ourselves, to the extent that I fight off something of my own soul, my own character, by repressing it or refusing to see it. To that extent will I fail to see in the outside world what I have been fighting and rejecting in the inside world. There are many clinical examples....A psychopath who knows nothing of conscience, or of honesty, or of duty, or of anything of the sort, simply can never, never, never learn what these words mean. He can't perceive it in other people, he doesn't trust it, he doesn't believe it even when he stares it right in the face.

---

[1]The "Discussion" has been reduced in length but the content, we trust, has not been abridged.

Or stated even more simply: A dishonest person cannot perceive honesty, as you have to be an honest person in order to perceive it in the world. You have to be a decent person to be able to perceive decency and to have it hit you back -- to learn anything from it. You have to be more or less integrated in order to perceive integration or to be influenced by integration.

The word I use for this is isomorphism, which means a kind of parallel structure, or a skeleton, as an isomorphism or parallelism between the inner state (our inerts) and our relationship with the outside world.... Most of us in Western civilization more or less cut ourselves off from our old primary process (the Freudian term)... There are all sorts of label words and no good word to describe this. Let us say we cut ourselves off from the poetic inside us, or the non-verbal, the non-logical, the non-abstract, the non-structured. Now we (especially adults) tend to cut ourselves off from all of these inside things. Therefore, we are blind to some extent, or deaf to some extent, recalcitrant to some extent, to all these influences that beat in upon us from the outside world. We must close ourselves off to some extent in order to keep the inner-defensive walls from crumbling.

I was looking through my notes, and I have a more clinical example, and it's being talked about a great deal and being worked with a great deal now... We cut ourselves off from the opposite sex within ourselves, (which you would call the primary processes). Men, especially in Western civilization, most especially in the United States, I would think most especially in pragmatic situations, most

especially in emergency and tough situations, will cut themselves off and be afraid of these primary processes (the tender type of things) because they identify them as effiminant and female. Because of their fear of homosexuality, they will reject all sorts of external manifestations of these deep and tender impulses and perceptions.

Due to this, I feel, it is very, very difficult for men and women to be friendly -- really friendly, casually friendly. If I have to fight off something inside myself then anything outside that reminds me of this enemy inside -- anything outside that would make my inner-defenses weaker, make them crumble -- I will have to deny.

And so we know, for instance, that it is the male who is nearest the homosexual in his attitudes who is most apt to be ambivalent about homosexuals in the outside world -- who will be attracted and at the same time repelled and will have to be cruel to them. I was working with homosexuals at one time, and I remember that it struck me very, very much that the poor pitiable creatures are so frequently beaten up by the people they solicit. I had not known until I had many of these interviews that they are beaten up characteristically after the sexual act; i.e., it is the person, the homosexual, who is trying to fight his own homosexuality. He goes in and then vents his rage on what he attempted, so to speak, as if it were the fault of the mirror that the face is ugly.

Our formal classical education has cut us off from this primary process (I wish we had a better name for it). I think that our education (with a Capital E) -- the classroom kind of education -- the teacher in front of the class, the seats out there, 40 kids or so, the

teacher lecturing, talking -- this paradigm for education, we can say of it that it's too bookish, too abstract, too structured, too logical, too sensible. Or, if I were more careful, I would say it is too only logical; too exclusively rational -- I don't want to make these into bad words; it's that I am convinced primary processes are too much excluded.

Now it has been my thought that I would like to propose for discussion that it may be possible to help break through into this new kind of education -- to try to recover and encourage, to commit to remain alive in our children these primary processes -- this kind of creativeness, of improvising the metamorphical kind of life, the poetic, the rhapsodic kind of thing that is bred out of our children in the average classroom. I have seen a little of this being done in so-called creative art education. Some is being done to my satisfaction, certainly, in dance education.

Now I want to throw out to you experts the possibility, the thought that I have had with the new machines that are available to us -- that we can perhaps break through this Chinese wall of words, exclusively words, and bring back into education the raw and the concrete experience itself. The actual experiencing in the sense that the existentialists are using the word, or the sense in which Dr. Rogers uses that word -- the actual feeling, rather than just the words about the feeling. This would be, I have been calling it in my notes the education of the primary processes or the recovery of the primary processes. I give you as an example one that impressed me very much that I was speaking about earlier: This is in an art school where a

young professor, a young teacher of art, set up a slide projector in a room which was darkened. There was one chair. This slide projector ran automatically all day long. He filled the magazine with about 50 or 75 slides. These were photographs of actually existing things, but senseless things, i.e., bits of things -- bits of grass, or splotches of paint, or peculiar combinations of piles of lumber and stacks of chairs. He was trying to make the point about contemporary art and about nonrepresentational art, and tried to teach his students to look at the way things actually looked, rather than what they were trying to see. Or, to put it another way, as if they were ends in themselves rather than only means to an end. And he let this thing run. My wife was a student there and she sat and got all excited about it, and she knew I would, too. She called me, and I cam tearing down to this place, went into this room, and I think I had one of the most educational experiences I had ever had. I was going to say it was also thrilling, and then I thought what a pity it is that I have to say it is educational, then also thrilling, as if this were, you know, the piece of wood that would have to have a coat of paint on it, which was different from the wood.

This was truly educational, I would say, and it was concrete. It was not logical -- there were no teachers around to say anything, or to buzz in your ears and distract you, or to confuse you about things, or to try to tell you what she, the teacher, was seeing so that you couldn't see any more of what you were seeing. I think of this for myself in my own theorizing since this has been a kind of paradigm on which I have tried to build to destroy the paradigm of the classroom

with the professor sitting up in front and a lot of people sitting out there. It is very difficult for us to break away from this model of education.

Perhaps you can think of other uses of the tools that have recently become available for bringing us back to the raw, the experiential, the direct, the unintermediated--what we ourselves get directly without anybody to help us get it, the prelogical, the poetic, the metaphorical, the tender, the playful, the silly (so little place in education for silliness). I think that about covers enough adjectives for that kind of thing.

Perhaps another way to say this is that the media are more capable of being non-verbal than a teacher can be. It is also possible for these media to simply do more of the verbal. It is possible, for instance, for television to transport a lecture 2000 miles, but this may not go far beyond what is already being done. It is possible for the tape recorder, the radio, and the camera to be simply an extension of what we already have. But it is also possible for these new devices to break into the non-verbal and pre-verbal realm, and introduce a new kind of education.

And I would like to know from you, I would like to discuss this, I would like to see how possible this is. It is the main point I would like to underline.

Dr. Drews: And I think when we're considering this matter of how children learn, we must be endlessly open, not only in thinking of creative new ways to use media, but also in trying different ways of teaching.

This last winter, a doctor in Lansing called me and said, "I have a five-year-old boy in my office and he's reading TIME magazine. I went over and asked him what was up, and he told me what was up in TIME. I gave him LIFE and sure enough, he could read." The doctor asked if I would talk to the boy's mother. Since I am very much interested in how children learn, I told him I would be most pleased. I would like to hear more about this five-year-old boy.

The mother called me and apologized, "I just have a twelfth grade education, and my husband just has a twelfth grade education, and nothing like Ben has ever happened in the history of our family."

I asked her how Ben had learned to read, and she replied, "I don't know. We live in Michigan, and I think it was those Bunny Bread signs and the Bunny Bread on television that he first read. I didn't know what to do with a two-year-old who was reading, so I asked the neighbors. They thought the thing to do was to get him children's books. But Ben wouldn't have anything to do with children's books. He learned to read out of the yellow pages of the telephone directory. He matched up the signs - the welder and the electro-plater - with the signs downtown in Lansing and he asked what all of these people did." As the mother continued, it became apparent that here was a boy deeply involved in experiencing his environment. By the time he was five he had a pretty good cognitive map of what at least one part of the world was like.

What I am trying to say is that children approach learning in very unconventional ways. To meet their needs, we must try out all kinds of materials and give them access to all kinds of media. If we don't do

this, our knowledge of how children (and all people learn) will remain limited and we will never discover some of the most creative ways to educate.

Dr. Rogers: When I was first asked to participate in this meeting and was told that it was a conference on guidance and media, of guidance and media people, I confess I thought how will they get together, what have they in common? I also wondered whether I would be able to communicate with either group. I think I'm beginning to see some of the ways in which these things might fit together. At least the topic of tonight, having to do with communication, is something that I am interested in, and do have a few comments about.

When I read the very interesting dialogue between Dr. Drews and Dr. Maslow, I think all of you have, too, I was very moved by the story of the time when Abe got this bright idea in the middle of the night and went down and dashed it off. Then, when he was facing an audience later, the real battle he went through to know if he had the nerve to expose himself and the courage to express himself in such a personal way. I find this very moving. I certainly can sympathize with him because I have had the same kind of experience.

As I read that material I felt there was one point that I wanted to make that I felt wasn't quite clear. There was much in that dialogue which emphasized the importance of an expressive, free-associative, loose kind of personal expression. I guess I would like to point out that there is no special virtue to that kind of communication unless there is first of all a meaningful experience to communicate. I think they would probably quite agree with me on this,

but I would like to point out the fact that expressiveness, as such, is not enough for good communication or for meaningful communication. There has first of all to be something going on within the person that he wants to express; then it can come out freely and easily and very personally. I do think this is an excellent manner of communication.

I have noticed this so often in my clients -- that many individuals can talk very freely and communicate relatively little. When the client gets to the point where he is groping and hesitant and he starts a sentence and backs up and goes ahead a little, I then know that isn't what he wanted to say either; it's something else. Then he is likely to come out with a very meaningful communication which I have often thought had much the quality of literature. It is when he's getting to something deep and significant within himself that we find this kind of communication. I think that this is what Dr. Drews and Dr. Maslow were talking about. I could illustrate that in many ways.

Perhaps here, too, is one point where I could even make a contact with the media group. I think we need such slices of life. We need to catch the times when a person really wants to express something in a very meaningful way because it is then that he communicates with any audience...Just to indicate the kind of thing I mean, here are a couple of brief excerpts from a quite schizoid young man, (if not schizophrenic) as he is moving along in his therapy. He said:

> I just withdrew a little more each year until things had gotten to the point that around Christmastime I started to wonder for fear I was the only person that was alive. I must have gotten away from the present world that much. Everything just kind of disappeared, kind of, and I felt as if I were standing on a hill all alone, or something, and everyone was gone and here

> I was all alone. But the more I start going back in the group, well -- I know the other day I was thinking about something else and I suddenly got the idea. Well, how in the world could I have gotten the idea that I was the only person existing? Here this other person is every bit the same as I am.

Now to my mind, that is quite a meaningful and expressive communication. At another point, where he is talking about two opposing forces within himself, one being obviously a forward-moving force, and the other a desire to withdraw from life, he expresses himself in a very confused way:

> I certainly think in a way the problem is a lot clearer than a while ago, yet, maybe, well, it's like the ice breaking up on a pond in the spring. It's, well, while things are a lot nearer...while the pond is a lot nearer to being nothing but clear water, yet things are much more unstable now possibly than when the pond was covered with ice. What I am trying to bring out is that I seem to be so much in a terrible fog all of the time lately, but I do feel a lot better off than I was before because then I didn't even realize what was the matter. But maybe all this fog and so-called trouble is due to the fact of two opposing forces in me now. You know, it's not really a case of letting one be superior, but it's kind of breaking up and reorganizing what's going on that makes things seem so doubly bad. So maybe I am better off than I think."

Well, I don't know whether that communicates to you, but to me that's the kind of personal and poetic expressiveness that I think does get across to people.

One other comment I want to make because it's certainly one of the things I have learned as a counselor and therapist, and that is the tremendous importance of the second half of communication -- the receiving of it. As the dialogue indicated, you can listen to a classroom

for hours and you can listen to some guidance people for hours, too, and realize that they have never heard the child -- not once. They have never really heard this other person. This is particularly poignant for me at this time because the man that I have been counseling with last week was trying to tell me about some of the difficulties he has had, and part of his despair about communication with himself which grew out of his relationship with his father.

His father was a very fine person, a very excellent professional person, but my client feels that his father never heard him, that his father never listened. He could go to his father -- this was all right. He would try to tell his father some of the things that had meaning for him, but he felt it never got beyond a certain point. As soon as what he said triggered off something, then the father took over. He realized that his father never heard him; never really got his point. It was just that the father listened long enough to get some notion of what he wanted to say. "Well now in my opinion"..."Well, when I've felt like that," or "Yes, that's very interesting, but..." My client grew up with the feeling that in his whole life he had never really been heard, never been listened to. It meant that there was no place in the world for his feelings, that there simply was no place where they could be received.

It is quite interesting that he finally got around to telling me that the one time he could remember when he had wept was when another man (relative, father substitute, if you will) had welcomed him with open arms. Somehow the feeling of being really received, listened to, and heard was more than he could take, and he was kind of ashamed that he had wept at that point.

So I think that we need to listen with richness and depth, just as I initially was talking about trying to express ourselves with richness and depth when there is meaningful experience to express. I have sometimes thought that using films of different kinds of self-expression might be a selection device for choosing counselors -- to determine whether the candidates for counselor training could really hear what was going on in these personal expressions. It seems to me that these could be graded from very simple and obvious personal expressions to ones that are complex and difficult to hear and difficult to really understand.

Just one other comment. I think that when one really listens it demands at times some of the adventurous and playful spirit that you two were talking about. I like to tell the people who are training with me as counselors that there are times in their listening when they have to be willing to take their feet off the ground; they have to be willing to float and not be so solidly wedded to the solid earth.

As an example, I shall tell about something that happened a week ago with a psychotic girl at the State Hospital. There had been a long silence (there are many long silences), and I was thinking that it had been a long time since she looked gay and devilish, which she does sometimes. I looked up, and there she was, smiling kind of a devilish smile, so I remarked, "It seems good to see you with this sort of carefree and kind of mischievous smile. Want to tell me what you are thinking about?"

"Well, I am just thinking about a piece of white paper with a blotter on it," she replied.

I was stupid, at first, and said, "You mean this piece of paper?" "That one?" I thought she was referring to something on my desk. Then in a moment I realized that she was off somewhere, so I tried to go with her.

I said, "It's just a white piece of paper with a blotter on it? Nothing on the blotter?"

"No, nothing on the paper."

I said, "Maybe we could write something on it. What would you like to write on the paper?"

She thought for a minute and said, "I hate the world."

And I said, "Okay, I've got that written down. Anything else you would like to write?"

"Doctors have funny imaginations."

I said, "Okay, anything else you'd like to write?"

"I'd take the pen, and I'd dip it in the ink, and then I'd go like that and I'd make a great big blot right on the word, 'hate'."

Well, I don't really know yet all that incident was about. All I know is that if I hadn't caught on enough to take my feet off the ground and go floating off into this fantasy world of hers, I would not have any idea of some of the aspects of her own private world at that point.

I think that real listening does involve a willingness to let go and really enter into the other person's world and see what it means to him -- not to be too quick to do the kind of thing I was tempted to do, i.e., to find out which piece of paper and which blotter, but rather to take off with the meaning that they have....I think there is much in the

richness of listening that can make for a more profound communication between individuals.

Dr. Drews: I was thinking of, as you were talking, the kind of media I had experienced which I felt allowed you to see with your feet off the ground. This was a film that a Swedish group developed called, "The Hunter in the Forest," -- a film without commentary. In this film, you see the hunter going into the forest, shooting the birds, tearing down the branches -- there is brutality and destructiveness. Later he is caught in a terrible rain storm, a deluge. Suddenly the hunter opens his eyes and sees the beauty which surrounds him--he sees the shimmering drop of water on a flower. He is transformed before our eyes, he sees himself as part of nature and, as he moves back through the forest, the animals move toward him. He becomes perceptive and tender and part of a larger universe.

This film was developed to evoke feelings and to stimulate creative writing....I was thinking that if we try to give people these kinds of experiences that we must find media of this nature. We must provide for creative extension through media.

Dr. Rogers: It is very, very difficult for us to catch and to demonstrate in a classroom the process of fantasy itself. That would be pure accident. But if we can catch it with a recorder or a film, or actually create it patiently, I think we could perhaps actually demonstrate what you are trying to say. Coqteau did this--but not for the classroom--in a surrealistic film called, "Beauty and the Beast", that did at least part of what we are talking about--getting the feet off the ground.

Dr. Drews: We have talked about this need for fantasy and getting our

feet off the ground, yet in the classroom, as you say, we have perhaps some very definite kinds of knowledge we want to communicate. And you were suggesting that we need to have avenues for both knowledge and imagination. I am thinking not only in terms of creative thinking, but also about the kind of critical thinking and problem-solving approaches that we might want to develop, the decision-making that is a step beyond this primary communication. How can we bring this in?

Dr. Rogers: Well, I certainly have no general answer for that, but I think that one of the things that tends to be very much missing from education at all levels is the matter of choice and decision. I suspect that if we want to foster that we can begin at any point in the educational structure. I think that you can observe classrooms for a long time without seeing any individual make a real personal choice, except when the teacher's back is turned or when she is out of the room. It is then you get a little bit of creative self-direction. But too often in the classroom there is none of that.

Dr. Drews: But do you have any suggestions about how it can be done?

Dr. Rogers: I can't say for sure, but last year I tried to teach a group of prospective elementary school teachers in ways that I hope (only time will tell) will foster that kind of teaching in their classrooms. In other words, I dealt with them as persons who would construct their own curriculum, who would choose their own goals, who would make their own decisions as to what was significant for them to learn in being teachers, etc. The amount of creative energy that they showed in following up many different leads was quite impressive to me.

Dr. Drews: All of you understand now after reading Dr. Maslow's and Dr. Rogers' papers, and hearing their further comments on communication, why the Committee felt so strongly that we needed this broad philosophical base in order to set the stage for an understanding of the relationship of media and counseling. The papers and the channel of communication provided by this evening's conversation should combine to place the Conference on the level the planners had sought. We hope that we have succeeded.

It may be well to note that in this Conference there are no consultants or observers; each person is a participant. We now open the communication to all of the participants.

Chapter II

COUNSELING

Counseling for a New Age

The Facilitation of Individual Fulfillment

Ted Landsman
Professor of Education
School of Education
University of Florida

The drama of change in the self is probably one of the most satisfying experiences of the counselor. Your client has struggled and coped for weeks or months and slowly or perhaps suddenly the realization comes over him that he is now different; that the change in self has already occurred, where before there was depression, anxiety, anguish, there is now strength, courage, confidence. And the individual seems not to notice passage through the portals to a new era in his own life but finds himself already there, in new, inner chambers of his own fuller existence.

Similarly, we, as representatives of a profession, are not about to enter a new era. We are today deep within it. A few weeks ago, when a human sped over our heads--a hundred miles over our heads at 17,500 miles an hour--was not the beginning of a new era but rather a further step within it. Members of our profession helped guide the engineers and physicists of the space program into their careers fifteen and twenty years ago.

I can recall the afternoon when my father drove his Cord automobile up our driveway and carried out the first radio we were to own. Some years after that, I carried home to my own children--in a 1947 Studebaker--the first television set we were to own. I am wondering what my children will bring home to their children and in what kind of vehicle. And should one of them be so unwise as to disregard my advice and become a psychologist, I wonder what he will report to a similar conference. Whatever the answers, I can assure them that they will find new eras have already encircled them long before they will have completed plans for entrance.

Such is our position this morning at this conference: the new era for our profession is here. And I see our purpose this week as not to prepare for entrance into it but rather to adjust to it and re-toll for problems already a part of our professional world.

Demands on Counseling

The new era makes special demands of the counseling profession. First, there is the enormous volume of service required. Conant (5) has been one of the few who dared estimate the number required even in the secondary school. Our school population will soon be 50 million (See supplement). This will call for increasing the number of

counselors from the present 20,000 to 200,000 for our schools, alone. And two specific age ranges are demanding particular attention: the elementary school child--and bear in mind our primitive position concerning the needs in the elementary grades as well as the rate of growth of our population in this range--and the junior college youth.

But other social institutions are becoming similarly aware of the counselor's value and the demands of private industry, hospitals, rehabilitation programs, programs for the mentally retarded and for the aged, and programs for the mentally ill must now be included in any estimate of the demands of the future. Our times have seen the emergence of the concept of counseling for the normal also and in this context consider not only our total population but also its rate of growth. While the impact of population has been experienced primarily by the school counselor, with a consequent development of programs such as the NDEA Institutes, the many other needs and programs--in contrast to the clinical approach--have resulted in a demand for counselors by all the agencies mentioned above. They are asking not only for adjustmental help but also for aid in the social readjustment to the community of the mentally ill, the job adjustment of the early adolescent mentally retarded, and the searching out of work opportunities for the physically handicapped. All of these demands, it seems to me, are symptomatic of a healthier society, one which can without fear concern itself for all of its members, rather than just for the gifted, able, or normal, alone.

Second, in considering demands on the counseling profession today, is the galaxy of technical jobs which are a part of the new era. The wide range, the numerous--even in the professions--specialities, the increasing complexity of science and society have made it imperative that the guidance counselor be conversant with a wider range of specialities in an ever-expanding society of technical competencies. Like the librarian who cannot read all of his books but knows where to find them, the guidance counselor must know at least where to find information concerning the continually increasing number of specialities. This expansion, and an accompanying expansion in college and technical education programs, have made the vocational and educational counselor's lot an almost overwhelming challenge. Even the secondary school counselor, who heretofore has specialized in the trades and industries of his own state or area, must deal with the wide expansion in technology. Not only is transportation readily available and today's youth more mobile, but the greater availability of scholarship programs permits any bright youngster from any remote, hilltop, consolidated school to become an astronaut, an aeronautical engineer, or an astronomer.

How are we meeting these ever-expanding and increasingly complex demands? I believe with a resolute beginning, with the development of group counseling, with emphasis on the consultative role of the counselor, with NDEA academic year institutes, and with more carefully organized collections of occupational information. But

these efforts--for none of which do I feel there is reason for complaint--are probably incredibly insufficient to meet squarely the estimated needs of our society. The needs of 50 million young people will not be met by 30,000 counselors holding 200,000 hurried, doorway conferences. There is no doubt in my mind that new media and the increased use of new media will contribute significantly toward meeting these needs. But it is also painfully clear to me that if the needs are truly to be met, they will be met by algebraicly greater numbers of counselors who are better trained, better prepared, and better educated in the deeper knowledge now required of this era's counselor.

To the demands made of our profession by society today--for vastly increased numbers of counselors with a far wider understanding of the whole complex of today's vocations--I would add a third need which I feel is equally urgent: the need for broader perspective, greater understanding, of human individuality. Dr. Maslow (13) has stated it thus: "A hundred miles into space is not worth the cost of one inch into the individual."

The Unique Service to a Free Society

There are few of us in this age who are not heavily burdened by the press of daily duties. How many of us are not wondering about things gone undone while we are in this conference? This pressure, perhaps, has prevented many of us from discovering the counselor's unique role in contemporary society. If we have any one task, in this world of work, which stands out from all others, it is to enable children to discover, be, and develop their selves as unique, irreplaceable persons. Fearful for the "survival of the person in the mass society," Stein and Vidich (22) write: "There are tremendous pressures in everyday life forcing us to 'foreclose' our conceptions of ourselves and of our world...The formless variety of modern life and the onslaught of external events evoke an inner formlessness and passivity...Totalitarian societies type their youngsters as quickly as they can and confine the range of permissable identities within a narrow sphere. Mass democracies broaden the range of permissable identities but fail to provide the time or facilities for serious experimentation with any of them...Unfortunately, there are no quiet places like Luther's monastery available to most people. Today's schools, their closest equivalent, mirror the dilemmas and anxieties of the larger society far more effectively than they provide shelter from them." Thus, there are countless agencies, institutions, and persons busily squeezing children into narrow roles. Sometimes, according to Jourard (7), these roles are lethal, death-dealing roles, in contrast to roles which promote full personal fulfillment. Parents often fix children's professional and vocational goals; teachers tell children what they must learn; churches, what they must believe; doctors, what they must eat; and only counselors, potentially, can help them discover, accept, and be themselves, their fullest selves. This unique social role of the counselor will some day, in this new age, become more apparent not only to our society and to our government, but, more importantly, to counselors, themselves.

Individualism, Individuality, and Governments

It appears to me that the significance of our unique role in nurturing individual fulfillment is inextricably bound up with political-social movements characteristic of our times. Political scientists have sought for currents of constructive social order through the lessons of history in much the same way as we have puzzled over individual motivation in a case history. And the fact that the counselor's methodology reflects the nature and characteristics of any single era is no accident of the stars.

In the past century, we have seen perhaps three major movements in counseling: first, the startling insights of a benevolent, authoritarian, sex-oriented, past-tense-centered psychoanalysis; second, the methodical, pragmatic, test-oriented, occupationally informed vocational guidance of the war generation; and, third, the non-directive or client-centered orientation, present-oriented, person-trusting, feeling-reflecting.

Each of these approaches reflected the Zeitgeist of the political structure in which it was born. Psychoanalysis reflected the authoritarian patriarchy of Hapsburg Austria and the socio-political structure of a post-Victorian, middle-class moral structure (Wittels, 23). The vocational guidance movement was brought to an early maturity with the demands for mobilization and assignment of war. The democratic society of America was the proper atmosphere for a non-directive way of life--and its dramatic insights--to emerge. Each of these major approaches to counseling has reflected rather than influenced the society of its day. The question which such circumstances and these times and this era raise for us is whether a profession can or should exert influence, socially, politically, and culturally. Ought the engineering sciences, ought the applications of the behavioral sciences as manifested in the guidance and counseling professions, be principally artifacts of their political and social times? Or, conversely, ought not the insights of a century of behavioral science, at some time in its development, enrich society, and contribute to the cure of its ills and to the perfection of its organization for human progress.

Is the fullest development of the individual a political problem, perhaps, as well as a counseling problem? Is it related, directly or otherwise, to the survival of a society and an era?

Not since the beginning of city-states, nor in all of political history, has the clash between state and individual been a major political issue. Many early forms of government, such as the Sparta city-state, accepted the predominance of the state. Counselors in that city examined defective children to determine whether they should be reared or left upon a mountainside to perish. In the medieval governments of Spain and Central Europe, the faith and welfare of the church unquestionably transcended individual development or even survival.

Only with Rousseau and the French Revolution did the issue of the state vs. the individual become even apparent as critical to the preservation of societies. Appodorai (1), a distinguished Indian political scientist, insists that a condition of success for a democracy is that "there must be...the provision of adequate opportunities for the individual to develop his personality."

Rousseau's Social Contract (20) sought a means whereby "everyone, while uniting himself to all,...remains as free as before." And as recently as 1948, H. J. Laski (11) has stated the issue in unmistakable terms: "The state exists to enable men, at least potentially, to realize the best that is in themselves."

It is important to recall that in the middle 18th century and well into the middle twentieth century--during the 200 years in which the egalitarian society was little more than a dream--egalitarian ideals were being formulated by writers without benefit of the vast acquisition of knowledge about human behavior that we have today. Yet the ideals as stated by Rousseau are little different from the objectives of good counseling today. I am referring to the freedom of self for my client and to the preservation and enhancement of that self. And I make the same presumption about my client's basic motivation: that it arises from the fact that he is good.

I don't doubt that almost every one of us is convinced that our science is meager and that we know too little to advise either kings or peasants. However, the fact is that we have a great deal of partial knowledge which is of critical interest to the affairs of men and nations. We have even greater resources represented by the methodology, by the scientific method within the framework of a humanistic system, for solving the problems of human behavior. Of course, grateful as I am for the $11 million designated for U. S. Office research in 1963, I am appalled at the insignificance of this figure when compared with the $100 million granted for mental health research, with the $1 billion used to develop the atomic bomb, with the $3 billion granted to space research (3).

I daresay each of us here, at some time in his childhood, sat upon a hillside and looked up at the evening sky and wondered if the day would ever come when man would fly into space. Perhaps some of us also wondered if man would ever discover the real reason why his neighbor was carted off to jail or his playmate sent to a detention agency. To me, neither of these problems seem any less complex than the first and I am immensely impressed with the amount of technical data involved in an orbital flight. Yet, I shall risk the prediction that given an equal sum of money--or even better, perhaps, given a profession with sufficient courage of its convictions to seek an equal sum--we could in five, perhaps ten, years, tell a high school counselor exactly how to rehabilitate a delinquent child and show an elementary school counselor approximately how to bring out the natural talents, the finest abilities, of all children.

The great challenge in this area, is the same as faced by early biological scientists such as Lamarck in ordering and classifying the immense diversity of the organic world's plants and animals. The challenge is for order and catalogue, and of course for parsimony. The SRA Occupational Exploration Kit (21) is an interesting innovation in this direction. But there is no doubt but that publishers must move toward the organization of occupational knowledge in such form, simplicity and order that they can be used as <u>self-help</u> devices without the immediate aid of the couselor. This would not only economize on counselor time, an unfortunate demand of our present extensive needs, but would also provide flexibility in time scheduling, no small matter in the modern consolidated high school. The student could seek and earn the information at his convenience.

It is obvious also that the same kind of ingenuity would permit all kinds of tests, ability, interest, intelligence and personality (!) to be so programmed as to be self-administered,self-scored and self-interpreted. I don't have much sympathy with the latter but I am ready to face it.

Like the teaching machine, such self-utilizable, counseling-aid equipment, in a peculiar fashion shows some potentiality for increased individualization. Again, I must confess to a vague uneasiness about this.

Skinner to the contrary, I see no other contribution to the counseling process in the learning machine. The uniqueness of self, I daresay will require the development of thinking machines. The experiment of Martin, Lundy and Lewin (12) with the tape-recorder counselor would re-inforce this conclusion.

A second level is perhaps represented by approaches to group counseling utilizing audio-visual aids to not only provide job and school information but also in test interpretation. A number of studies (10) indicate some possible value or virtue to this approach. No doubt increased development of these aids with further animation could lead to even more positive results.

My engineering colleagues on our graduate curriculum committee have become far more liberal in recent years. They use the term "crackpot idea" with less and less frequency. And if you will permit ourselves the same suspect imagination, I will speculate concerning the use of closed circuit television, for long-distance counseling. For example, Hollywood stars would not need to fly back to New York to see their analysts. They would simply rendevous by closed-circuit. If you can take more of this, you might wish to keep in mind some of the problems in space travel. It is conceivable that a traveler to Pluto, the most distant planet, might be in space for years and the space psychologists havespeculated concerning their adjustment problems: loneliness, if they are alone; inter-personal irritation if in small groups. Obviously, we would not have to waste capsule space sending along the counselor to help resolve these inter-personal problems, but

rather use him by closed circuit in individual or group counseling, directly beamed to the space capsule.

The Place of New Media In New Age Counseling

My impression of this conference was that counselors were to define the problems and that the media people would work on the answers. But there are some obvious questions for media people and for counselors to pursue together. You will recall that I have discussed the professional problems of this era in three dimensions: the increased depth of knowledge required for understanding more technical job descriptions, the greater number of counselees to be served, and, of greatest importance, the social responsibility of facilitating individual fulfillment. I am convinced that you are not unmindful of the emphasis on the latter but that you feel a necessity to address yourselves to the first two dimensions as well. Even though some of us might find more rewarding experience in individual counseling, it is folly for us, as a profession, to neglect the extensive demands of our complex society.

The second monster to emerge from modern media's Frankensteinian laboratory is the teaching machine (perhaps more appropriately called the learning machine). The first, of course, was television. Obviously, much of the available literature used for vocational and educational counseling can be programmed. An obvious caution is that such programming be sufficiently flexible that an alert counselor can make the changes demanded by a changing job scene.

Perhaps the issue can be more specifically stated by several other questions: What is the relationship between a profession and the society and culture, including government, of which it is a part? Should it be the servant of that society and of that government, regardless of the moral, ethical, or even professional judgment of its members? Sould it meet, unquestioningly, the demands of a Congress or a President? Or should that profession seek to enrich the society, perhaps even to re-direct the course of government, when its resourses equip it to do so?

If you had been a physician in Nazi Germany, would you have cooperated with the government in the horrors of its surgical experiments? If you were a physicist, would you have worried about the ethics of your participation in the development of a nuclear bomb, either before of after its completion? If you were a guidance counselor in the USSR , would you cooperate in the government's program to have all young people spend one year in physical labor? And, as a guidance counselor in the United States, what will you do if your government asks you to counsel more students to enter into mathematics or physics?

In ethical issues, fortunately, there are channels of influence--the work of APGA in the NDEA, for instance, and the appearance of professional guidance people before Congressional committees. The issues lose their urgency, also, in face of the general acceptance of pro-

fessional recommendations by Congress and the U. S. Office of Education.

But the questions of seeking to enrich society, of re-directing, possibly, the course of government are more difficult ones, not only to answer but even to grasp. They require a perspective which we rarely permit ourselves. They actually ask: Can a profession which has learned to treasure individualism and its fulfillment nourish, at the same time, a political structure; and should it do so?

New Media and the Third Dimension: Individuality

In the current struggle within society and within men's minds between depersonalization and individualization, I do not expect the new media to asuume the entire responsibility for the victory of individualization. I should like, however, to remind our advisors of the need--which our professional vision permits us to see--for this victory. It is too easy for all of us to get caught up in the enthusiasm of mass media ("mass" seems for many a synonym for "new"), and to visualize airplanes flying overhead, providing what Earl Kelly (8) refers to as "intellectual crop dusting" over seven states full of youthful and fertile--and passive--minds.

I am reminded by Dr. Robert Stripling that we have a choice of following the lead of education, and emphasizing mass use of media, or of medicine, and seeking the intensive use of these media. Tied as closely as we are to education, we are likely to move in the latter direction, the exaggerated ultimate of which was portrayed in all its horror by Orwell's 1984.(17)

We ought frequently to remind ourselves that each new medium is like water--you can drink it or you can drown in it. And there are many ways we can drink in this heady gift from the electronic gods. Our most expensive kind of training for counselors is in the practicum area. If, in this new automated world, courses such as tests and measurements, occupational information, etc., can be programmed for the learning machine, our staff can then be freed for the more complex, inter-personal kind of training. This would be no small favor. Additionally, the video-taping of counseling holds research possibilities well beyond those remarkable insights offered by audio-tape. The minimal cues, client-perceptions, so important to the phenomenological study of personality dynamics (4) and counseling can be explored through a controlled research tool which ought to open new doors to knowledge about this most peculiarly individualistic of sciences.

I should like to discuss and demonstrate two approaches to the use of video-tape as distinguished from closed-circuit television. In a cooperative program with the School of Journalism and Communications and its outlet, ETV Station WRUF-TV, we have been developing a controlled

approach to video-taping of counseling and counselor education with maximum protection for the video-client.[1] (Slide A) (Slide B) This program is now used mostly with simulated counseling or role-playing rather than with live clients (Slide C). Though somewhat puzzled by our request, the studio engineers were able to develop an approach to video-taping where the client's anonymity is disturbed, at the most, by only one engineer, who views only the monitor and checks the audio only by meter. He does not actually hear the client's voice. The counseling session is viewed by two fixed, videcon cameras--with no operators, no floor directors, no TV personnel. One camera is fixed-focussed on the client, the other on the counselor. The engineer, from a remote control, switches cameras as he sees the lips of one speaker stop moving and the lips of the other start. The resulting tapes are then used either in individual supervision, illustrating a rather expensive but still intensive use of this medium, or in small groups of practicum students. It is also conceivable that the video-tape may have appropriateness as a self-help device; the client may additionally profit from a literal review, by himself. Such demonstrations have already been made of audio-tapes by McCann (14). We have also recorded a few real clients. For use in individual or group supervision and training in counseling, video-tape is obviously superior to audio-tape and to closed-circuit television. Its major advantage over closed circuit TV, of course, is that it has a perfect memory. The image is not modified by time or occasion, as is the students' or, for that matter, the professors'.

To illustrate another means for intensive use of the medium, let me remind you of the problem of spontaneity and individual difference in counselors. We are usually reluctant to admit it, but graduate student counselors tend to automate themselves by identifying and imitating their major advisor's counseling. No doubt, we reinforce this in our supervision. To encourage spontaneity and individual difference, we are video-taping a series of five, 15-minute, counseling sessions, each with a different faculty member as counselor and each with the same simulated client presenting the same kind of problem. Fortunately, we have a guidance faculty member who is an accomplished actor, and our first attempts have been more than encouraging.

Responsible Innovation Research

Both the extensive and intensive demands of the new age point toward innovation in counseling--new methods to reach more people and to a greater depth. Many of you have probably had an experience similar to mine with respect to innovation in education and clinical psychology. As I visit a new school or hospital, I am told about how

---

[1] This program is continuing under the supervision of Dr. David Lane of the Department of Personnel Services with the cooperation of Dr. Charles Cate, director of audio-visual program, College of Education, and Dr. Kenneth Christian, director of Station WRUF-TV at the University of Florida in Gainesville.

"we are experimenting with this new approach to psychotherapy." This means we try this and, if it doesn't work, we try that. Without going into a diatribe against unsystematic innovation, I would like to suggest that as we innovate we design our programs for careful evaluation. Dr. Harold McCully has devised the term "responsible innovation" for such a practice. I should like to illustrate this briefly with a study now being concluded at the University of Florida under NDEA Title VII support.[1]

Two major theoretical developments which have interested us in their applications to counseling are reinforcement theories and phenomenological self-concept theories. We hope to build positive self-concepts in children through the use of the "self-picture" (an actual photograph of the child) reinforced in its positive values by a brief counseling session. Three groups of sixth grade children are used (Slide F): one, an experimental group which is photographed every nine days or so for an academic year with the experimenter interviewing the students and showing them their photographs; two, a control group in which the children do not see their photographs but are interviewed; and, three, a complete control group with no experimental conditions other than pre- and post-testing. We have some positive results in personality factors on the IPAT scale.[1]

The demands of responsible innovation include all those required of good human behavior research with ethical safeguards. You will note, for example, the use of an old medium--still photographs, a new counseling approach--for reinforcement of the positive self-concept, and approach to all children, not merely the talented nor the disturbed, the use of control groups but the avoidance of a negative reinforcement group. Crucial to such responsible innovation is acute observation through intimate contact with people and counseling, rather than laboratory approaches and, in addition and perhaps most important, creativity and ingenuity.

Flexibility, Innovation and Increased Specialization

The obvious answer for all the demands of the new age is more counselors with a greater depth of education in much less time. But I am suspicious of such an answer. I am reminded of two simple, but penetrating, maxims. The first is: Decide just what you want and be willing to pay the price for it. We cannot expect to buy cheaply the solution to expensive problems. We cannot provide the complete answer through mass media, alone. We do need longer periods of training our counselors, particularly at the master's level. One of the goals we must seek will be increased specialization among guidance and

---

[1] This study is under the direction of Dr. Charles Cate, Dr. Myron Cunningham, and myself.

---

[1] See Supplement, Page 19

counseling people. The second maxim is: Be careful of what you want because you might get it. We may not be sure we want increased specialization. I see it as inevitable for richer development of innovation in counseling methodology. I anticipate that despite our establishment of common standards in counseling, not every counselor will be like every other one. Perhaps some will specialize in occupational information, some in personality testing, some in aptitude testing, and some in depth counseling, some in counseling for the normal, perhaps some in the provision of peak experiences, some in consultation, and some in approaches or methods as yet undefined.

All of us recall the anguished howls of newspaper experts in early post-Sputnik days concerning, among other things, proliferation in education courses (Slide 6). For the past two years, I have participated in the examination of all new courses at the University of Florida as part of an all-university graduate curriculum committee. I have seen literally hundreds of new courses and course changes in engineering and physics and mathematics. All of these are in the direction of increased specialization. The most daring thing we have done is change the course title from "Principles of Guidance" to "Principles of Guidance: The Helping Relationship." I once found myself in the peculiar position of urging the director of our Rehabilitation Counseling program to re-submit one new course in the form of three new courses.

We need to safeguard ourselves from what Dr. Robert Oppenheimer refers to as "Philistinism," which is "the view that if something is complicated, it can't be very important. This is very easy at a time when you know that you're unable to catch up with more than a fraction of the wonderful things that it is your duty...to learn about...We need ...to insist that what is obscure, what is specialized, is among the great part of the human treasure." (16)

This increased specialization in counseling insists that we, not only students and faculty but governmental agencies as well, reward rather than punish responsible innovation. Dr. Lee A. DuBridge, President of the California Institute of Technology, has warned that "... a type of bureaucratic committee control has grown up which suppresses daring ideas...Scientists...when they have control over their colleagues...become autocrats of the most difficult kind." (6) It is my impression that this has not yet happened in the counseling area. In contrast to my experience, the counseling field has been remarkably free from pressure to conform. I have been impressed with the encouragement for innovation in the NDEA Institute programs. And I look forward to its continued well-being.

The particular innovation in counseling that I would desire--but which I know already faces opposition from many counselors in the guidance area--is the encouragement, development, and maintenance of counseling education that takes more time, not less, that seeks greater depth, not less. The many details of the counselor's contribution to

individualization, to personalization, in the face of pressures for depersonalization, must be enumerated by all of us soon.

There is no doubt that government support in many, many ways will tie counseling closer to our socio-political structure. This, I think, makes it imperative that we keep open our channels of communication with government committees and agencies. The passage of NDEA, the development of the present administration's program for support of education, and my own experiences in state legislation have made me aware that the easier way is to doubt the quality, adequacy, motivation, and responsiveness of our government agencies, elective and administrative, congressmen and bureau chiefs. But the real weakness, I believe, lies in the unwillingness to assume responsibility by the citizens and professional experts, such as ourselves, whose voices count only when they are heard. "The fault is not in our stars but in ourselves," if we do not have adequate schools, guidance programs, or research funds.

We need to be painfully aware of our responsibility to communicate with those officials who will guide the government's increasing role in counseling. Because of the realistic demands of democracy, we must use the briefest, clearest methods of communication with government committees. I have seen audio-visual devices carry the day in a number of instances when more heat and less light threatened to block it. When they confront passions, facts can use the support of the visual senses. That program will be approved by a congressional committee, when it is needed by our society, where the need is most clearly presented in the least possible time and in the most convincing manner.

New Goals in the New Age

Provided we have the tools, the funds to accomplish the development of individuality, we must then set new sub-goals for counseling to supplement and perhaps supplant those now set by the traditions of vocational guidance or of therapeutic practices for emotional disturbance. New sub-goals, I can state; definitive methods to achieve these goals, I find beyond my ability to see.

The overall goal is fullest development of every man. The new sub-goals that I see include:

1. The facilitation of positive experience (9), providing increased opportunities for the peaks and foothills of experience which Maslow describes to achieve the fully functioning person;

2. The facilitation of self-discovery--the awareness of self, the feeling of personal potential, the confidence to let oneself develop into one's best;

3. The facilitation of personal discovery of knowledge, a genuine opportunity for the discovery of the newness of the world about (16

4. The facilitation of the experience of one's uniqueness, the courage to be one's self, to be able to face differences in self and in others, to be able to face demands and to choose to be what one sees as one's self, rather than what an inexact social institution suggests for its own preservation;

5. The facilitation of the choice of personal values in a free society, a freedom from pressure so that one may choose values for self-development, rather than for the development of another group or institution;

6. The facilitation of openness (19) on the part of the person to all experience, to all other persons, and to self; the dissolution of the need to defend self, the freedom to be open to the world.

The nature of these sub-goals will require us not only to seek the use of new media but also to abandon as static the concept of the counselor as a person behind a desk. His role will be as consultant to others, such as teachers, but his responsibility will also be to discover new ways to help each person reach the "doorposts of his own mind." But such innovations, in new media or new methodology, require orientation to individual potential rather than to conformance to a mass level; they are designed to realize an age-old dream of individual self-realization in a free society. And I would trust that every such person, thus nurtured, would in turn both preserve and enhance not only his own society but a free world and perhaps, if it comes to that in this new age, a free cosmos as well.

The Perspective Reviewed

Earlier in these remarks, I mentioned the necessity for a perspective to include the major social currents of our times. Within the social context of the new age, I see counseling embracing the following propositions:

1. That the major task of the counselor and the counseling profession in this current era and in the foreseeable future is not to provide for more services for more people nor even to provide more technical information, but to re-expose its own society to its own major discoveries--particularly the significance of the fullest development of the individual. The challenge of the era is not to "outstrip" another society but to make our own society more stable, secure, and productive.

2. That while increased social action can perhaps result in a more rapid rate of production, as represented by the USSR, it does so at the expense of individual fulfillment. The potentiality of individual fulfillment, long regarded as characteristic of republican forms of society, is not yet fully realized even in our own society.

3. That a major need of our society is for the tools and methods of our social structure to provide for individual fulfillment in an orderly, not anarchic, way.

4. That the significance of individual fulfillment has been brought to a sharp focus through the work of counselors and their basic sciences and that translation of this significance into meaningful political, social structures--to stabilize and strengthen an egalitarian society--is by far the most challenging issue for counseling in the new era.

References

1. Appadorai, A. The Substance of Politics, Madras: Oxford University Press, 6th ed., 1952.

2. Authority and the Individual. Cambridge: Harvard University Press, 1937.

3. Budget of the United States Government Fiscal Year Ending June 193? Washington: U. S. Government Printing Office, 1962.

4. Combs, A. W. and Snygg, D. Individual Behavior, rev. ed., New York: Harper & Brothers, 1959.

5. Conant, J. B. The American High School Today. New York: McGraw-Hill, 1959.

6. Dubridge, L. A. Their own worst enemies. Saturday Review., 1959, XLII, 51.

7. Jourard, S. Some lethal aspects of the male role. J. existentia psychiatry, 1962, 3, to be published.

8. Kelley, E. Remarks at Conference on Personality Theory in Counseling Practice, Gainesville, Flas., January 5, 1962.

9. Landsman, T. Human experience and human relationship. Personality Theory and Counseling Practice, (ed. A. W. Combs) Gainesville, Fla.; University of Florida, 1961.

10. Lane, D. A Comparison of Two Techniques of Interpreting Test Results to Clients in Vocational Counseling. Dissertation Abstracts, 12, 1952, 591-592.

11. Laski, H. J. A Grammar of Politics, London: Allen & Unwin, 1948.

12. Martin, B. Lundy, R. M., and Lewin, M. H. Verbal and GSR response in experimental interviews as a function of three degrees of "therapist" communication. j. abn. soc. psychol., 1960, 6-, 234-240.

13. Maslow, A. H. Some frontier problems in mental health. Personality Theory and Counseling Practice, (ed. A. W. Combs) Gainesville, Fla.; University of Florida, 1961.

14. McCann, J. R. A Technique to Facilitate Acceptance and Its Relationship to Interection During Group Psychotherapy. Doctoral Dissertation. Vanderbilt University, Nashville, Tenn., 1955.

15. MeKechnie, W. S. The State and the Individual. Glasgow: MacLehose and Sons, 1896.

16. Oppenheimer, J. R. Tradition and discovery. Delivered at American Council of Learned Societies, University of Rochester, January 22, 1959 (Rochester Review, March 1959, 20.

17. Orwell, G. Nineteen eighty-four. New York: Harcourt Brace, 1949.

18. Report on the N.D.E.A. United States Department of Health Education and Welfare, Fiscal Year Ending June 30, 1960. Washington, D. C.: U. S. Government Printing Office, 1961.

19. Rogers, C. R. Becoming a Person. Oberlin: Oberlin College, 1954.

20. Rousseau, J. Social Contract (ed. Barker, E.), London: Oxford University Press, 1947.

21. SRA Occupational Exploration Kit. Chicago: Science Research Associates, 1961.

22. Stein, M. R., Vidich, A. J. and White, D. M. (ed.), Identity and Anxiety. Glencoe, Ill.: Free Press, 1960, p. 12-20.

23. Wittels, F. Freud and His Time. New York: Liveright, 1937.

Supplement

Chart #17 - Statistical Abstract of The United States 1961, 82nd Edition, U. S. Department of Commerce, Bureau of the Census.

No. 17 Persons Reaching Selected Ages: 1930-1960
(In thousands, beginning January, 1959, includes Alaska, and September, 1959, Hawaii)

	6 Years	18 Years
1955-56	3, 517	2,261
1956-57	3,656	2,303
1957-58	3,729	2,299
1958-59	3,830	2,402
1959-60	3,946	2,577

No. 3 Projections of Total Population By Age and Sex, 1965-1980
(Based on 1955-57 fertility level) (In thousands)

	Under 5	5 to 9	10 to 14	15 to 19
1965	21,243	20,837	19,216	17,267
1970	24,190	22,837	20,893	19,262
1975	28,111	25,029	22,145	20,936

No. 7 Net Increases in Population (In thousands)

	Net Increase
1955	2,862
1956	2,984
1957	2,929
1958	3,104
1959	3,552*
1960	2,868

*Includes Alaska and Hawaii

Report on the N.D.E.A.
(United States Department of Health,
Education and Welfare)
Fiscal Year ending June 30, 1960

In fiscal 1958 the national ratio for all high schools was about 1:750.

Fiscal 1959 estimate 1:680

Fiscal 1960 estimate 1:610

1957-58, total equivalent of full-time counselors in all U. S. high schools was estimated at 12,000.

1959 increased to 15,000.

By June 30, 1960, the states reported a total of 18,700 full-time equivalent counselors and supervisors under State plans.

"Current statistics indicate that there is a shortage of approximately 23,000 guidance and counseling personnel at the elementary school level, 20,000 at the secondary school level, and 2,200 at the undergraduate college level."

Projections of School Enrollment,
by Sex and Level of School
1950 - 1980
(In thousands)

Total Enrolled		Elem. & Kindergarten	9-12	College & Univ.
1950	30,276	21,406	6,565	2,214
1955	37,426	27,086	7,961	2,379
1960	46,259	32,441	10,249	3,570
Projections				
1965	54,360	35,755	13,226	5,379
1970	60,344	38,430	14,894	7,020
1975	66,721	42,411	15,985	8,325

I P A T

Interaction Between Times and Groups

Factor			EX^2	df	s^2	F	P
	low vs. high						
C	emotional immaturity	vs. emotional stability	8.484	4	2.12	2.73	.05>P>.01
H	shy vs. venturesome		11.55	4	2.89	3.89	.01>P>.001
O	complacent vs. self-reproaching		8.64	4	2.16	2.04	NS(P=.10)
Q_3	lax vs. self-controlled		6.46	4	1.61	1.93	NS(P=.10)

#30770MU
6/19/62

Chapter III

NEW MEDIA AND THEIR USES IN GUIDANCE AND THE EDUCATION OF COUNSELORS

Methods and Media for Today and Tomorrow[1]

Lee E. Campion
Associate Investigator
Technological Development Project
National Education Association

If we had a technological device that could look ahead a few years we might see a counselor in an educational institution taking a look at the record of a student who was thinking about going into teaching. He would be saying something like this, "Your grades look quite good; you have a few C's, mostly B's, and a few A's. They're not bad grades, but they're not quite high enough for the standards of education. Why don't you try medicine or law?"

Most of us cannot help smile at this thought, but we will probably agree that it is not only practical but necessary for future survival. Education at all levels must draw upon the most competent people available. If we look at the teaching profession in this light, we see that we must set the highest standards for it. A professor once told me that there are three kinds of teachers: the kind that we forget, the kind that we forgive, and the kind that we remember. I like to think that the kind of teacher we remember is the teacher who inspires, who is creative--who motivates and guides students to do their best. I think the best teacher is a teacher who knows how to implement instruction--who knows how to make instruction come to life for each individual. I am sorry to say much of our teaching unmotivates and actually destroys individual curiosity and creativity. Many of our guidance problems are rooted in this kind of teaching or lack of teaching. All we have to do is look at the drop-out statistics for support of this statement.

This brings us to an era when we are facing our problems and seeking solutions to them. I contend that much we are trying to do can find solutions in the more efficient and effective use of instructional technology. We have to use the teaching devices and tools of our profession. We know that technology, innovations and inventions have reached our industrial life and our social life. It's in our homes. Perhaps the last place it has reached is the public school. We know today that we are going through an evolution, if not a revolution, in technological development. This is indeed a teaching-machine age, and I think this short poem describes it:

---

[1]This presentation was accompanied by 40 slides and several films. Therefore, many implications and much information are not apparent in the written script.

In the good old fashion school days,
Days of the golden rule,
Teacher said, "Good morning, class,"
And so she started school.

Alas, how different things are now,
The school day can't begin,
Until someone finds the socket
And plugs the teacher in!

If I may be your teacher and plug myself in for awhile, I would like to point out new innovations and development in technology and ask you to relate their potential to your field.

Let's look briefly at the history of technological development. When man met man, the process of communication began. Then man had to communicate with man to get ideas across just as the guidance counselor does in a face-to-face encounter with a student. In these early days, words were no more sufficient than they are today. And the problem of communication continues.

One of the first technological devices to come along was the printing press and the spoken word became the printed word. But we wonder as we throw words at our students as just words how much meaning do we get across; can the counselor really communicate when words are based on such a variety of experience? And so we have other ways to help us communicate. They are--and this is what we are looking at today--a variety of communication devices and methods which we call "technology in education." We might start out with this device: the electronic teaching laboratory. I like to start with the language laboratory because I think it is one of the best examples of what happens when specialists in a subject field, in a curriculum area, decide that this is the way to teach. They have decided and agreed upon a system of instruction in which visual and audio devices are both integral parts. These devices are not extras; they are not fringe benefits of the system. They, themselves, constitute a way to teach a foreign language. In the elementary school we do not have the language laboratories that we see developing very rapidly in the high schools (although in some areas they are developing in the elementary schools), but we have ways of getting the laboratory to the student. Portable units, on wheels, can be rolled around from classroom to classroom in a school building. Mobile units can bring the language laboratory from building to building.

Another field growing very rapidly is television. Let's have an educational producer tell us the story of television and its development. (Film presented). Television, in the period of a decade, has made tremendous strides. Its influence is being felt by literally millions of students in some form of television instruction. However, like most new fields, it has many problems resulting from a rapid growth. Too often we blame the medium when ETV cannot produce results, rather than the educator who uses it. Effective and efficient

utilization is the key. Quality ETV can no longer be represented only by a teacher in front of a camera. We must develop better ways of improving the television programs that we bring into the classroom. We must employ all unique contributions which TV can make to education. Too often today's use is represented by this verse:

An emeritus professor from UC
Watched a horrible program on TV
And while he sat gazing,
His eyes slowly glazing,
He shouted, "Ye gads, that's me!"

Similar improvement must be made in all of the technological developments, if they are to be used to their fullest advantage. Let's examine them in terms of their contributions. Technology is devising ways to distribute television programs to a wider area. Translators, low-powered stations, cable, microwave--all are lowering the cost of transmitting television programs and providing a wider range of methods of circulating programs to the schools. We have video-tape, which once was a very expensive device. Newer models have now cut the cost in half and as competition increases we expect to see the cost drop to a still lower rate, so that many schools can afford this equipment. For example, it is possible to develop a facility whereby a school system can produce video-tapes and then bicycle them around to schools where closed-circuit television systems can send the TV program to as many reception points within each school as desired. Another example, the Midwest Program on Airborne Television Instruction (MPATI), flying an airplane at about 23,000 feet, distributes its message to parts of six states.

As educators, we are faced with many questions. Will educators continue to improve the use of ETV? Will ETV prove itself to the educator? Will a studio teacher with adequate time, staff, and funds accomplish the purposes that MPATI, for instance, feels are possible? And, if so, what will be the implications for further programs, whether by air or a land-base system? We cannot ignore the expansion of regional and state networks developing rapidly on the East Coast--Florida, Alabama, and South Carolina. How well acquainted is the counselor with the possibilities of ETV? How can these potentials be used?

We jump from television into self-instructional devices because technology includes not only mass means of communication but ways to work with the individual. Teachers learn in every education class that they must reach individual students. But how? What methods and tools do we have? What are some of the self-instructional devices, or small group instructional devices, that can help us accomplish this objective?

As guidance people, you are aware of the need for basic skills as a foundation for further success in school work. Reading, listening, and viewing skills are vital. Reading pacers, a wide variety of pacers and tachistaoscopes, are being developed in this field. Among the listening and viewing devices there is a mobile unit on which we can

mount a tape recorder or record player with a junction box and earphones, so that one student or as many as twelve students can listen to a program. We find that teachers, themselves, are using such ordinary teaching tools as the tape recorder and earphones in ingenious ways. Actually, it is the way it is used by the teacher that makes it important.

These students (on slide) are listening to pre-recorded programs. They are students who finished their work in advance of the others, and they have these worthwhile activities to turn to. These students (on slide) are doing remedial work. The tapes--drill exercises--were prepared by the teacher so that she could give them to students and at the same time work with various individuals. This student (on slide) can perform self-evaluation by knowing how to operate this simple equipment. She can read her lesson and then hear herself--hear her own mistakes, whether they are speech defects or reading defects--so that she can improve more rapidly. This is one way to meet individual needs. It allows a teacher to be in more places in the classroom than one.

Many of our ideas come from classroom teachers who are thinking of ways that they can do a better job in the classroom. Viewing devices such as a filmstrip viewer are becoming widely used. These are the beginning models (on slides), the model-T's of what we might find built into the desks, Q spaces, and study areas of the future. This student, for example, will be going to the library and in the card catalog system he will find a blue card which will tell him that on the shelf, according to the Dewey Decimal System, he'll find filmstrip boxes as well as books. It will say that there are materials in visual form as well as printed form, that there are things to view as well as things to read. One skill supports and encourages better use of another. The student then takes the filmstrip material to a viewing area and studies at his own pace. The student, not just the teacher, actually uses this material. Where once we thought the filmstrip, the film, projection devices were tools for the teacher, now we are finding that they are tools for the student as well. They are being installed in libraries, in classrooms, and in listening and viewing areas. In the future, we will find the student bringing this material into the classroom as part of his report. Why should reports always be verbal? A student can support what he has learned with pictures from a filmstrip, a film, a map, a chart. The use of the device or material, in itself, is not the important thing. The important thing is that they give students a realistic approach to a world of resources for getting answers to his questions. He can't get all the answers from one teacher in a 2 x 4 classroom. We know more about the learning environment than this, but until recently we have done very little about it.

Self-instructional devices are catching the imagination of educators and lay people, alike. If the amount of literature, periodicals, and articles being written about teaching machines and programmed learning, as well as about ever increasing experimentation, is any gauge, we can expect a development as dramatic and challenging as TV, perhaps even greater. Let's have Dr. Arthur Lumsdaine, co-editor of the DAVI book, Teaching Machines and Programmed Learning, take a few minutes to describe some of these devices and programs. (Film presented.)

At the Systems Development Corporation in Santa Monica, California, I sat down at one of the "way-out" machines which are being used as an experimental device. A large screen and electric typewriter were in front of me. A question appeared on the screen, and I replied by pushing one of the keys on the typewriter. Immediately, the typewriter automatically typed, "You weren't thinking carefully; read that question again and then select another answer." The question again appeared with an explanation of why it was wrong. I read it and again made a choice of an answer. This time the typewriter typed: "Now you're thinking--that' a girl!"

To be sure, we must examine the programs carefully. We have taken a look at only some of the devices and programs that are being developed. Others keep appearing on the market. Our survey of the latest programs and teaching machines shows that there are approximately 83 devices available or in production. The list of companies preparing programs continues to grow (approximately 50). It is a full-time task just keeping abreast of this rapidly growing development.

Let's take a look now at other new developments. The 8mm sound film, for example, is receiving a great deal of publicity. The February issue of Audio-Visual Instructor summarizes a recent conference held at Teachers College, Columbia University. Lower costs, good sound, and good pictures invite us to examine the implications 8mm will have on instruction in the future. We know that the Health de Rochemont people have their foreign language materials on 8mm film.

Another new development is thermo-plastic recording. This is still in the experimental stage, but again, it will have implications for education. Thermo-plastic recordings can be played back on television, 8mm projectors, and 16mm projectors. When we look at this small roll of thermo-plastic recording and realize that all the information in this volume of books is contained on that small roll, we see that it has tremendous implications for the retrieval and storage of information, one of the most complex problems of education today.

Still another new development is the multiple projection system. The technimation laboratory at the University of Wisconsin will be described later in the conference, so we will not go into it now.

Tele-communication systems are also a recent development. It looks like an ordinary television, but if you will notice the very bottom of the set, you will see that an electric cell picks up a message from the TV studio and sends it to the classroom. In the TV studio, the teacher has a console model that fits in her hand. When she gives a test, or teaches through a type of group programmed instruction, she pushes one of these buttons that selects the correct answer. The student has on his desk a unit very similar to it. The student makes his choice of the correct answer. If he chooses the right one, a green light shows at the top of the device; if he chooses a wrong one, a red light shows, and he must choose again. The machine can record the number of mistakes a student may make. What implications will this have for testing and group-programmed instruction? From experiments in the Los Angeles schools, Stanford University, and schools in Anaheim, California, we hope to find some of the answers.

Taking a look into the future, far into the future, we can imagine a system for projecting the latest information instantaneously. The projectors are attached to computers and automatically read out information instantaneously. There are numerous experimental devices which will some day have practical value for us. But I must repeat, the equipment--hardware--is only a means to an end. The materials and the methods used are at the heart of any instructional system.

What are the advances--the changes--in education? What organizations are moving education forward and what ideas and plans do they propose? We see that team-teaching, new building designs, and new staff organization--each a part of the schools of tomorrow--will be effected by technology. We have believed that the ratio of 1 to 25 (if we were lucky) was the only way in which to organize a class. Now we see this idea being challenged. We called it a classroom; some called it a box--and the box became one of our sacred cows. This made change very difficult to come by. This sacred cow is now confronted by various new educational ideas which contend that we learn in different kinds of environments, with different kinds of materials, and in different ways.

There are also organizations outside of education, such as the Ford Foundation, the National Science Foundation, the Learning Resources Institute, etc., influencing education. Whether we, as educators, want a change is beside the point. These organizations and other groups are going to see to it that there is change. They are reaching the public. They are publishing their ideas in important periodicals and journals. We rarely pick up a magazine without reading something about new developments in the schools. These people are pouring money into research and the development of new devices and newer methods of instruction. They are making the public aware of the increasing school population, of the growing problems of the teacher, of the many new subjects taught in our schools today. They're emphasizing the shortage of teachers and we hear that "out of every ten physics teachers, there is only one who is adequately trained," or "out of every ten schools that have a foreign language program only three have skilled foreign language teachers." These problems are vital to the security of this country as the title, "The National Defense Education Act," suggests.

The audio-visual people have been talking for years about audio-visual centers. They have been asking for instructional-materials centers--areas where teaching materials can be produced that better equip the teacher in the classroom and implement instruction. We are not fully committed to the fact that the busy teacher should not be expected to organize materials, to produce them or secure them and then effectively to use them. The materials have become so abundant that in most instances the teacher cannot even know all that is available. We need to develop instructional-materials centers, graphic arts centers, where the teacher can have materials produced quickly and inexpensively. Industry is developing devices which can produce transparencies in a matter of seconds. We have seen new developments in photographic materials so that we can reproduce materials and project them. Instructional-material centers are appearing in new school designs.

And what about new school building design? If we're going to use technology, our schools must have facilities designed for use of these devices in feasible and practical ways. The classroom must be readily changed into a projection room, when the projector and film can help the teacher do the best job at the moment. All innovations must be considered in the same way.

We also have, as a factor influencing technology in the schools, The National Defense Education Act. As federal money goes into research and development, we learn more about new developments, and we can disseminate this information to the schools. Without a doubt, we must recognize the influence of forces affecting education.

Much of what we have seen and learned points toward new instructional systems, patterns of instruction. One of the best examples of this is found in the armed forces, which since World War II have provided an impetus for various new technological developments. Today they have a very highly developed system of instruction. Another new instructional system found in the public schools is the filmed course. Although not a complete system, it points in this direction. There is also new packaging of materials--kits of materials. The purpose in each case is to help the busy teacher by supplying her with the best resources possible. Kits produced by the Los Angeles schools have realia, books, filmstrips, and records containing most of the information needed on a topic in a given course. The teacher manipulates it; she uses it as a resource as she sees fit. In other kits, the teacher uses the material as the package directions suggest.

The physical Science Study Committee is developing a new system of physics that includes not only a new curriculum but a new method of implementing this curriculum--a new book, new films, filmstrips, and laboratory materials. The entire instructional pattern is worked out for the teacher. What new packages or systems will develop in the future, it is impossible to say.

One of the questions we hear most often is: "Will such devices as teaching machines, television, etc., replace the teacher?" If we look back at developments of the past, we quite reasonably turn this idea around and ask, "Will the educators replace technology?" We know that radio never caught a foothold. It has made little impact on education. The educational film has been used sparingly, despite the fact that it is one of the best means of communication we have. We've seen proponents of television struggling along trying to secure channels on the air. We've heard other, outside groups ask why education has not used the channels allocated it. And now we're faced with a new development--teaching machines. What will happen in this field?

Technology is developing in a new social and educational climate. Educators are listening and experimenting. There is no doubt that teaching tools are needed; the tremendous problems we face and the overwhelming tasks ahead clearly prove it. But how soon will we put technology to work for us? It is a tool ready to our hands. As counseling grows in importance in education, more responsibility will fall to it as a profession. You may be like the old time doctor who, when asked why he finally bought a car after years of insisting he didn't need one, replied, "I don't need it, but my patients do."

SPECIFIC USES OF MEDIA

A. Some Possible Uses of Programmed Instructional Materials in Guidance and Counselor Education

Robert T. Filip
Executive Associate
The Center for Programmed Instruction, Inc.
New York, N.Y.

Programmed instruction is guidance-oriented. It is developed with the individual student in mind. Basically, the program of instruction in a subject area is a sequence of carefully constructed items leading the student to mastery of the subject. Information is given to the student in small units to which he responds in some way--by completing a sentence, working a problem, or answering a question. The student makes responses while progressing toward more and more complex material, working at his own rate of speed.

Programs have been used effectively to date for remedial work and for enrichment. Even though newspaper advertisements proclaim that the programs teach entire courses, certain programs are developed to do only a segment of the teaching job and assume certain prior knowledge on the part of the student.

A student's self-concept is determined in part by his success with school subjects. A programmer writes and tests his program to allow a student to gain success in a subject area. He assumes the responsibility for the teaching job. Because of more students, fewer teachers, and greater bodies of knowledge, the classroom teacher has fewer hours to spend with individual students.

Most students spend six to eight hours a day in an environment where they are constantly confronted by various stimuli, and the majority of problems, or perhaps challenges, faced by a counselor originate from difficulties with learning situations.

The counselor who is familiar with available units of programmed instructional materials may, with the approval of the classroom teacher, direct the student to units which aid him in improving basic skills and gaining additional knowledge of the subject. Solutions to difficulties recommended by the teacher may be unaccpetable to the student. The suggestion by the counselor may be more effective. With the advent of programmed instructional materials, the counselor now has a resource which, if used effectively, may greatly aid the student and the classroom teacher as well.

The following areas might be considered for use in this guidance process:

Remedial Work. Approximately 122 programs will be available for use by schools in September, 1962. The majority of programs are in mathematics, science, basic English skills, and foreign languages. A student having difficulty in mathematics may use programs ranging from "Addition and Subtraction," Devereux Teaching Aids, Devon, Pennsylvania, up through "Introductory Statistics," IMI-Grolier, New York. Programs are available which cover a year's work in mathematics and portions of these may be adapted to meet the student's needs.

Programs in science range from "Discovering the Tiny World Through a Microscope," (Science Research Associates, Chicago, Illinois), to "Programmed College Physics," (John Wiley & Sons, Inc., New York).

English programs are concerned primarily with remedial work. "Beginning Sight Vocabulary for Kindergarten through the Third Grade," (Educational Development Associates), starts the list, while "English 2600," (Harcourt, Brace and World), is having wide use for all purposes in the junior-senior high school. Beginning language programs for junior and senior high school students have been written for an entire term but portions may be used as remedial units.

The Finn-Perrin study[2] lists 630 programs in the developmental stage. Programs are being written in other subject areas, but this survey indicates similar patterns as to number of programs in progress.

Programs pinpoint student weaknesses in basic skills. While using a program in chemistry, a science teacher in a Westchester County school discovered his students had missed some basic items because they did not know how to read graphs. Their failure was not in chemistry, but in a basic skill. The diagnosis was made and steps taken to teach the students how to read a graph.

The student with above-average ability may work through programs designed for use at a grade level above his own. Basic information skills gained from programmed units will allow him to search further in a subject area. The counselor many times is aware of his counselee's special interest and may recommend accordingly.

Where advanced placement courses are not offered, the student may work through units which would begin to qualify him for the advanced placement examinations.

In counseling with superior students, the counselor serves as a source of information on career possibilities, according to Drews.[3] It is possible to provide the student with an experience which allows him to explore the "behavior" required in a given profession through programs.

Students in a summer program in Lakewood, Ohio, after failing to obtain the required percentile level the preceding spring completed a course in algebra I, passed a standardized examination, and became eligible to take plane geometry. Similar experiences could be provided for

other students who fail courses and desire to continue in the established curriculum pattern. For the student who does not have room in his schedule for a course and wishes to meet prerequisites through self-study, a program may provide a solution.

"Coaching courses", preparing the student for the College Entrance Examination Board tests, and those offered by the American College Testing Program should find a ready reception in programs which teach mathematical and verbal skills.

The above is only a beginning. As more programmed materials are used, additional ways to use this instructional tool in the guidance process will develop. The counselor who wishes to work cooperatively with the subject-matter specialist--the classroom teacher--may find that a little time spent going through a program will provide valuable dividends.

Courses in Counselor Training could benefit greatly by including the psychological principles underlying programmed instruction and the techniques of programming. Some time might also be profitably spent in familiarizing the counselor trainees with available programs.

Thus far, most programs have appeared in programmed textbook form. Teaching machines are available to act as "covers" for these books except where a sight and sound presentation is more useful, as in language teaching.

Programmed instruction, per se, is not a medium. It relates to the most efficient and effective way to present a unit of subject matter, to aid the student in the learning process. As programmed instruction comes of age, the knowledge gained will be applied to multi-media approaches which utilize television, filmstrips, movies, and other media.

REFERENCES

1. Center for Programmed Instruction. Guide to Available Programs: 1962. Washington: U. S. Government Printing Office, March, 1962.
2. Finn, James and Perrin, Donald. Teaching Machines and Programmed Learning, 1962: A Survey of the Industry. Washington: National Education Association, 1962.
3. Drews, Elizabeth M. Guidance for the Academically Talented Student. Washington: National Education Association and American Personnel and Guidance Association, 1961.

A Beginning Bibliography of Programmed Instruction

Finn, James and Perrin, Donald. Teaching Machines and Programmed Learning, 1962: A Survey of the Industry. Washington: National Education Association, 1962.

Center for Programmed Instruction. Guide to Available Programs: 1962. Washington: U.S. Government Printing Office, March, 1962.

Holland, J. and Skinner, B.F. The Analysis of Behavior. McGraw Hill, New York.

Lumsdaine & Glaser. Teaching Machines and Programmed Learning. National Education Association: Washington, D.C.

Markle, Susan M., and Eigen, Lewis. A Programmed Primer on Programming, Volumes I and II. Center for Programmed Instruction, 1961.

National Education Association. NEA Journal, November, 1961. Washington, D.C.

The Center for Programmed Instruction. Programmed Instruction, published bi-monthly by the Center for Programmed Instruction, New York.

B. Riding the Wave of the Future: Educational Television

Catherine Beachley
Supervisor of Guidance and Research
Board of Education of Washington County
Hagerstown, Maryland

Recently commercial television networks broadcast in detail the successful launching into orbit at Cape Canaveral of an American astronaut. The goal in this feat was to ride in the capsule through the aid waves to outer space, to circle the globe, yet to keep in balance all the way. This was accomplished only through resourceful planning, skillful coordination, and mechanical perfection, as well as proper timing and wise judgment. The capsule, of itself, was a complicated, scientific instrument; its use depended on the ability of the rider and numerous supporting personnel.

It occurred to me, as I viewed this unique space project, that if guidance personnel are to utilize the most recent audio-visual devices, they, too, will have to prepare skillfully to ride the air waves. ETV, the latest of all mass-media devices, it going to play an important role in the "wave of the future."

However, just as an untrained and undisciplined would-be astronaut might be distrubed by situations in which he would find himself, so, too might counseling novices be disturbed, and possibly overwhelmed, by this new mass medium of television, particularly so if they do not understand the meticulous preparation required, the flexibility and creativity, in order to utilize on camera appropriate world-wide resources.

For five years (1956-1961), the Board of Education of Washington County, Maryland, had the challenging opportunity to experiment with a new educational gadget--closed-circuit television--as an aid to improving teaching methods. Launched financially by the Fund for the Advancement of Education of the Ford Foundation, in conjunction with the Electronics Industry Association and the Chesapeake and Potomac Telephone Company of Maryland, this project has attracted global recognition. As an integral part of this instructional effort, the guidance department of the county educational system, since the beginning of the project, has been effectively presenting a series of weekly guidance telecasts planned for voluntary attendance by appropriate student groups. Using continuously the best available resource people from local, state, national, and international levels as special guests, these guidance information telecasts covered six areas: career planning, college selection, curriculum choice, military guidance, personal problems, and orientation.

Voluntary pupil attendance at both the personal problems and the careers telecasts has exceeded that of all other areas of the televised guidance information presentations. This is particularly noticeable

when the college representatives gear their closed-circuit discussions to preparation for specific fields of work. No longer is it a matter of speculation among educators whether or not students are concerned about their futures, for the evaluative "pupil interest" comments and follow-up discussions about the careers telecasts indicate that young people are more aware than ever that an individual's vocation weaves the fabric of his life. The vocational opportunities seen on camera range from the professional and managerial occupations to skilled and semi-skilled possibilities for employment, with broader and different occupational fields being televised annually to the classroom.

Naturally, after six years of producing telecasts with up-to-date guidance information, one has encountered both clear skies and clouds. Handling these situations has been an interesting experience for all concerned, causing them to think deeply to resolve some of the basic problems in the use of television for guidance.

Through constant experimentation and team discussions, some valuable criteria have evolved for insuring a successful guidance telecast.

I. Format and Production
   A. Terminates in 30 minutes or less
      1. Introduction - 5 minutes
      2. Participant - 20 minutes
      3. Closing - 5 minutes
   B. Shows effective pre-planning, good organization, development, and proper pacing.
   C. Suitable and attractive background or props
   D. Varies monotony of viewing with clear, interesting angle shots -both distant and far
   E. Includes appropriate musical numbers or sound effects for opening and closing of telecasts
   F. Employs sufficient variety of techniques of presentation
      1. Films, film clips, slides
      2. Skits
      3. Panel Discussions
      4. Silhouettes
      5. Demonstrations
      6. Interviews
      7. Other
   G. Offers good acoustical and video reception

II. Content
   A. Has specific audience appeal with human element in mind
   B. Has varied and pertinent visuals
   C. Presents current information
   D. Provides opportunity for sequential development
   E. Shows evidence of being jointly planned by a team (producer, participant, teacher, counselor, director, and script writer)
   F. Encourages discussion after viewing
   G. Leads students to seek more details later
   H. Indicates coordination with suitable classroom instruction

I. Includes mention of printed "give aways" such as brochures and career pamphlets, which are already in schools for distribution
J. Is brief, clear, and to the point rather than long and dull

III. Participant Should Be Helped To
A. Project personality
B. Avoid nervous gestures or facial expressions
C. Be poised and relaxed
D. Understand the TV environment - as to how to speak into microphone, movement of camera, meaning of tally lights, etc.
E. Interpret his subject field
F. Be well groomed
G. Speak his role - never read or lose eye control of audience
H. Enunciate clearly and pleasantly
I. Use impeccable English
J. Employ "catchy" introduction
K. Summarize concisely
L. Rehearse prior to telecast

IV. Follow-up Criteria
A. Discussion of telecast by viewers with counselor as soon as possible following telecast
B. Distribution of "give away" informational material from speaker by counselor in the classroom to the viewers
C. Mailing of "feedback card" report, which includes student reception, to producer for future reference

Although many of the aforementioned criteria have a positive impact when a guidance series appears on the air, several other items merit attention. It was found that no particular hour of the day suited the daily schedule of all student viewers. Pre-taping a guidance program and then playing it back at several different times during the school day overcome this obstacle.

Furthermore, for an effective guidance telecast, it is almost obligatory that those counselors on the receiving end have shared in the actual participation of a guidance production through script writing, securing talent, and serving as cameramen, floor managers, director, and producer. First-hand knowledge of these activities will facilitate a better understanding and utilization of television for guidance services.

Another specification which should be adhered to at all costs is that of evaluation. It is constantly needed! As one counselor expressed it, "This involves close attention to the follow-up procedures and other activities which supplement the main mass-media effort. A possible problem might be one of morale among those not directly concerned with mass-media programs. They might feel 'outside' and 'unessential.' In short, there might be a constant danger of de-personalization in any mass-media program, and a dimunition of communication between the central

production force and the 'field.'" Those who work constantly with the television medium feel more study may be needed to discover whether a school or an individual's situation has improved through the knowledge gained from the guidance telecasts. The feedback cards give the producer some current trends but not the final analysis. This could be a difficult situation to assess, since it means gauging an intangible matter, the effectiveness and impact of group-guidance information.

Washington County, Maryland, high school counselors believe that certain implications can be deducted from the guidance telecasts. These counselors have expressed themselves as follows:

1. It is an extensive, varied, and integral part of Washington County's educational program for junior and senior high school.

2. It approaches the ultimate in the mass communication of ideas and is treated as a guidance tool or an aid, but NOT as a substitute for the counselor.

3. It represents a trend in the program of guidance services.

4. It enables interested students, teachers, counselors, and parents to receive up-to-date reliable materials and counsel from expert resource personnel drawn from education, the professions, the government, armed forces, business and industry.

5. It features the single presentation, rather than multiple presentations, thus conserving the time and energy of both the specialist and the school counselor.

6. It encourages desirable learning experiences, appropriate research, discussion, and planning before and after the guidance telecasts.

7. It provides students with actual and/or vicarious experiences within comprehension levels, thereby greatly enriching their knowledge.

8. It emphasizes programs that give young people the pros and cons in planning their future.

9. It injects important factors which motivate the student's consideration of subject choices in relation to vocations.

10. It serves as a springboard for the cooperative (counselor-counselee) identification, analysis, evaluation, and solution of significant problems that confront youth.

11. It gives the student an opportunity to see his school and himself in the larger perspective of the county educational system, enabling him to feel closely related to students in other schools.

12. It removes pressure from students so that they can then leisurely engage in further exploration of the topic in relation to their needs and aspirations.

13. It permits pertinent guidance information to be given without interruptions.

14. It calls for evaluation by students, faculty, and participants, in order to determine whether positive results have been achieved.

15. It affords in-service training for new and present counselors.

Just as putting a man into orbit is only the beginning of our nation's adventure into outer space, so is the Washington County, Maryland, experience with ETV for dissemination of guidance information only a small indication of the potential that may exist for more effective guidance services in the future.

C. Inter-Institutional TV Teaching

Lester F. Beck
Professor of Psychology
Oregon State System of Higher Education

An Australian aborigine is a nomadic hunter who wanders through the vast bush country. The aborigine builds no shelter for himself or his family; he has no roof or walls to protect him from the elements. And with no walls, the actions of the aborigine are visible for all to see. The native African or Indonesian, by comparison, builds a small, one-room hut for himself and his family. Inside, he has privacy from those outside. An American, also, builds a house with outside walls, but he goes further and adds inside partitions so that even those inside are screened from one another. Every room is an American's house has its own door and sometimes even its own lock. A native of Bali finds it difficult to understand the American's need for closing doors inside the house and turning a lock. "What does he have to hide?" the Balinese asks. "Don't the Americans trust each other?"

Yes, we Americans like our privacy and we carry our desires for privacy into the design of our school buildings. Rooms are walled off and teachers enjoy the privacy of individual classrooms. At the college level, there is something professionally sacred about a professor closeted with his students. It is comparable to a doctor and a patient. The doctor prescribes as he sees fit, and no one can question the prescription. By providing shelter and privacy, institutions of higher learning tend to attract persons to their teaching staffs who like it that way and who work to keep colleges that way. Walls must be kept intact.

Now comes television, a prying, spying medium that has the potential of destroying sacred walls. The television camera, with its all-seeing eye, reduces the professor to the level of the Australian aborigine. Whatever the professor says or does on television--that is, open-circuit television--is there for all to hear and see. Television poses a threat to the traditional privacy characteristic of institutions of higher learning. A threat implies danger and danger calls for defenses. Here are some defenses or criticisms that have been offered of educational television:

> Television is a bargain-basement approach to higher education which lowers the dignity of college teaching.
> Television is an infringement on academic freedom; the instructor becomes a tool of the medium.
> Television, especially the open-circuit variety, means stardom for a master teacher and job insecurity for other teachers.
> Television separates an instructor from his students; the traditional face-to-face method of teaching, the best method, is jeopardized.
> Television is a way of loading more students on the already overworked college instructor.

Any plan for television teaching--inter-institutional or otherwise--must, if it is to be successful, provide ways and means of meeting the criticisms of the medium. The problem is to reduce the worries and the anxieties regarding television's instrusion into teaching.

As a first step toward solution, our Inter-Institutional Committee in Oregon set about evolving principles which might serve as guidelines for a proposed TV course. Our initial attempts at defining principles resulted in the following:

1. The television course should be offered as a state-system course, not as an institutional course. In other words, it should not be experienced as originating from one institution and received by others. The course is planned and presented by staff members from all institutions, who work together for the benefit of psychology instructors and students wherever they are in the state system, which consists of ten units.

2. A format for the TV broadcasts should premit maximum participation by psychologists in various institutions without loss of course continuity. In other words, the design of the broadcasts should reject the uncomfortable and pedagogically unsound concept of a single master teacher--master by virtue of his being on TV. This does not mean that the best talent will not be sought for the broadcasts. It does mean that every psychology instructor has some qualities of a master teacher and the broadcasts must be designed so as to reveal these individual qualities.

3. No instructor on any campus should be expected to incorporate the broadcast into his teaching if he feels that he can do a better job of teaching without TV. In short, the burden of proof should be on the broadcasts, not on the local instructor. Television should not be forced on any instructor.

4. The design of the broadcast should be sufficiently flexible so that any instructor can use as little or as much of the broadcast as he wishes to support his own teaching.

5. The merits of TV teaching should not be related to saving money or accommodating more students but to greater educational benefits to students and instructors alike, as follows:

> For students--a wider range of teaching which in all probability will mean a wider range of interesting ideas. Students may develop more independence in thinking and may be more highly motivated to seek new ideas through reading.
>
> For instructors--relief from routine lecturing and testing. Savings in energy and time can be used as the instructor sees fit, to diversify teaching methods, give more individual student counseling,

engage in research and professional growth, etc. By seeing self and colleagues in action on TV, the instructor will improve his teaching of introductory psychology and advanced courses, as well.

We have been teaching psychology by open-circuit television in the state of Oregon under the auspices of the State System of Higher Education for the past four years. During the first three years, the course was carried by a commercial channel and reached only those students registered through Portland State College and the General Extension Division. This year, the fourth year of the course, the broadcasts are being carried by the Inter-Institutional Television Network, consisting of two open-circuit stations located at Portland and Corvallis. The broadcasts now reach the University of Oregon, Oregon State College, Oregon College of Education, Portland State College, and students enrolled through the General Extension Division and other units of the state system.

More than 1600 students are enrolled in this first year of broad, inter-institutional teaching of a television psychology course. The course has proven sufficiently successful that plans are underway to repeat it next year, 1962-63, and to involve an additional 1000 or more students in the class. As mentioned earlier, the television course is supervised by the Inter-Institutional Committee of Psychologists: William R. Crooke (Oregon State), Lewis R. Goldberg (University of Oregon), E. Ray Lewis (Oregon College of Education), and Lester F. Beck (Portland State College, General Extension Division). As formulated by the Committee, the principle aims of the course are (a) to bring uniformly high quality of instruction to beginning psychology students throughout the State System of Higher Education, and (b) to help conserve the energy and talent of the teaching faculties in the face of mounting student enrollments.

The television course, as presented, consists of illustrated lectures, demonstrations, and experiments and is broadcast at 10 a.m. and repeated at 2 p.m. on Mondays, Wednesdays, and Fridays over KOAP-TV (Channel 10) in Portland and KOAC-TV (Channel 7) in Corvallis, both of which are state-owned educational television stations. Students watch the broadcasts in viewing rooms on campus or on their own TV sets at home. Correlated readings, periodic tests, and discussion sections are scheduled by each participating institution as their staffs see fit. Off-campus students enrolled through the General Extension Division are supplied with printed materials and self-administering tests of progress by mail. At the end of each term all students complete a comprehensive final examination, which is set at the same hour throughout the state system.

The individual broadcasts comprising the year-long course are pre-recorded on video-tape for later playback. Once on video-tape, a given lecture can be stored, studied at leisure, evaluated systematically,

and completely erased and re-recorded, if desired. Thus, an instructor is not committed to a lecture indefinitely, as is the case when the lecture is recorded on film.

The TV lectures are prepared and delivered by about 35 psychologists with assistance and guidance from members of the Inter-Institutional Committee. Most of the psychologists have been drawn from faculties within the state system. Two or three have been invited from private colleges in Oregon. Some renowned for their research work on the frontiers of psychology are invited from out-of-state. All were chosen for their reputation as outstanding teachers and research scientists. The overall potential of the TV faculty far exceeds anything that a beginning student would find in the usual, conventional course. In fact, many of the distinguished lecturers would not be available at the beginning course at all were it not for the medium of television.

Information about student response to the TV course to date comes mainly from significant remarks and incidents in the classroom and from a questionnaire distributed to all TV students the week prior to the fall term examinations. At the time they filled out the questionnaire, the students had viewed a total of 28 lectures on TV.

The following five incidents serve to illustrate student reaction:

1. A sophomore at Portland State was watching the broadcast of Dr. Patterson at the University of Oregon. Dr. Patterson described the development of thought processes in children and adults. The student announced at the end of the broadcast that he knew what he would do when he graduated from Portland State College. He would go to the University of Oregon to study with Dr. Patterson. Without TV, this student would not have had a chance even to meet Dr. Patterson much less to be stimulated by the brilliance of his discourse.

2. Another student at Portland State College was watching Dr. James Olds of the University of Michigan describe and demonstrate his exciting research work on pleasure centers in the brain. Dr. Olds casually remarked during the broadcast that students planning to major in psychology should have broad training in the sciences and humanities. The next day the student called at the office to have his program of studies checked to be sure he would have enough courses in science to do graduate work with Dr. Olds if he should decide to go to Michigan. Already, as a sophomore, this student was thinking ahead about requirements for graduate work based upon firsthand information from TV, with the spark provided by a distinguished out-of-state psychologist.

3. A student at the University of Oregon sent a congratulatory note to Dr. Crooke at Oregon State saying that of all the professors on TV he is the best. How else could the exceptional talents of an instructor at one institution be made available to students at sister institutions except by TV?

4. A student completed the General Psychology course a year ago in a conventional class with a single instructor. This year she came to every TV lecture. She reported that she was now beginning to realize what psychology has to offer. She said that TV helps a person review and keep up to date in a given field. (This advantage needs to be exploited in the in-service training of teachers throughout the state.)

5. A married student watched TV psychology at home with his wife. He called on the instructor from time to time to report his deep satisfaction with the course, saying that this was the one course he and his wife were able to share together. (This wife is working to help him through school.)

Results from the student questionnaire about the TV course are still being analyzed, but a pattern is beginning to emerge. It is clear that students enrolled through the General Extension Division find the cour se exceptionally rewarding. They rate lecture after lecture as being among the best they have ever heard, and the course as a whole is given a near perfect rating. The extension students live at home, are generally middle-aged and married, and are both bright and motivated.

Students on campus vary considerably in their ratings from institution to institution and even from section to section. If a student has a choice between a conventional lecture session and a television section and voluntarily chooses the latter, he tends to rate the TV course reasonably high. But if the student expects a conventional section with an instructor and instead winds up in a TV section without an instructor to see and talk to, the rating of the TV course is quite low. In other words, for some students, TV alone is not enough. (These latter students also tend to give a poor rating to the textbook.)

The highest ratings of all come from students in TV sections with instructors who meet with them briefly from time to time to answer questions, lead discussions, and provide personal continuity to the TV lectures. It is in these sections that a very high percentage of students decide they want to major in psychology--15% to 20% as opposed to 5% to 8% in a conventional class. Obviously, by not having to spend time on the preparation and delivery of lectures, the instructor has more opportunity to talk with students individually, to lead small-group discussions, and to upgrade instruction generally, thus capitalizing on TV.

Students rate some lectures consistently better than others. In a few instances, lectures were rated not merely as "good" or "superior" but as "the best I have ever attended." These "best ever" lectures, some six in all for the fall term, will be preserved intact for use during another year. The remaining 24 lectures will be revised and improved and re-recorded again next fall.

Variation in the general quality of the lectures can be attributed in part to the medium of TV itself. None of the local guest lecturers had had prior experience with TV teaching. Some were intimidated by the

TV cameras to such an extent that they lost their natural spontaneity and the lecture suffered accordingly. Others were not fully aware of the importance of aptly chosen visual aids and practical demonstration, and, in some instances, suitable demonstration materials simply were not available. Systematic gathering of demonstration film clips from research laboratories is urgently needed.

Every lecturer viewing himself on play back invariably commented, "I can do better," or "Let's do it over." Each lecturer takes responsibility for his taped portion of the TV course and sees that eventually it will attain a desired standard of excellence and will be kept that way. Student feedback from year to year helps the lecturer determine how effective a given presentation is.

Through recording, assessment, revision, and re-recording over the years, a near perfect series of lectures for the beginning psychology course should be attained.

As one who had delivered TV lectures to students at a single institution and has also prepared inter-institutional broadcasts, I can say that the latter are much more difficult to prepare and to give. When one is lecturing to his own students, or to students enrolled at his own institution, he tends to establish a level of aspiration much closer to that which he has used in the classroom. But when one lectures inter-institutionally, the level of aspiration tends to go up. The standard is to deliver a lecture so good on television that no other instructor in the whole system can equal it. This means that great pressure is put on the instructor to achieve the highest standards of excellence and this is difficult to do week in and week out.

I can say from my own experience that inter-institutional television teaching is far more demanding than institutional television teaching or closed-circuit television teaching.

D. A Producer Looks at Vocational Guidance Films

John T. Bobbitt
Director of Research
Encyclopaedia Britannica Films, Inc.
Wilmette, Illinois

The increasing importance of vocational guidance in the school program recently prompted Encyclopaedia Britannica Films to make a small exploration of the present utilization of motion pictures and filmstrips in this field and the need for new materials of this type. This study included interviews with a number of people in the field, a questionnaire circulated to the guidance people in the fifty state departments of education, and an analysis of the utilization of films for vocational guidance in a group of film libraries.

This very limited investigation indicated that some producers have done well with some of the films in this field, but there is a real need for more and better motion picture and filmstrip material. Guidance people seem to feel that while there is a sizeable number of motion pictures and filmstrips bearing on vocational guidance, there are few that are particularly useful. Partly, perhaps, for this reason, few films produced for this area circulate as well as films in the major subject areas of the cirriculum. This may also be due in part to the fact that unlike the major subject matter areas, no great amount of classroom time is regularly given to vocational guidance.

Vocational education specialists and guidance counselors were in general agreement as to the potential value of motion pictures and filmstrips in their programs. However, they also indicated that the utilization of these materials was limited by two factors: The shortage of really suitable materials, and the lack of a procedure to use them in vocational education programs as generally organized. On the potential value of motion pictures and filmstrips, the author of Occupations--A Basic Course for Counselors, published by the U. S. Department of Education in 1954, made this comment: "They are effective means of stimulating critical observation and of starting classroom discussion--not only in schools and colleges, but also in industry and the armed forces." He formulated the purposes and functions of motion pictures in occupational guidance in these terms:

> ...an occupational film does not aim to teach skills, but to tell what required skills are like, how the skills vary within an occupation, and to furnish information for background discussion and appraisal of jobs. The guidance film shows the environment in which a worker earns his living, what he looks like, how he is dressed, and what type of friends he is likely to make. It answers such questions as: What does he do? What tools, materials, and what processes does he have to know? How does he prepare for his job? How did he obtain his job? Is he licensed? How do his earnings compare with those of other workers?

However, this writer adds: "The number of motion pictures useful in guidance is relatively small." Others queried in this survey were in agreement with this, including a number of the thirty-five respondents among the guidance specialists in state departments of education. These respondents also provided evidence to indicate that the use of motion pictures and filmstrips is strong, but not high. Of the thirty-five respondents, most reported moderate to strong use of motion pictures and a somewhat lesser use of filmstrips.

A less sanguine picture of the use of films in this area was obtained from an examination of circulation of films for vocational guidance by film libraries. An analysis of the catalogues and the booking records of twenty-five representative libraries, ranged from big university libraries, having two or three thousand prints, to the audio-visual centers of small-city school systems, counties, and cooperatives. In this group of libraries, the number of films bearing on vocational guidance range from 100 or more in some of the biggest to less than half a dozen in the smallest. Among them, however, there are only a small number of films that are widely circulated. The records of bookings disclosed only nine motion pictures in vocational information that had a volume of bookings comparable to bookings of films in the basic subject matter areas. These nine films were: "Aptitudes and and Occupations"--Coronet, "Finding Your Career"--EBF, "Benefits of Looking Ahead"--Coronet, "How to Keep a Job"--Coronet, "Getting a Job"--EBF, "Choosing Your Occupation"--Coronet, and "Personal Qualities for Job Success" --Coronet. All of these films have one feature in common: they deal with the problems of vocational guidance in the most general terms. In these same libraries, films of a more specialized nature were not being widely used.

The fact that this small group of films is rather well used certainly does not establish this as an area in which there is a strong and active demand. The list contains two films produced by Encyclopaedia Britannica Films. The print sales of these films have been better than average over the years, but they are not best-sellers. Of course, our experience with these two probably does not indicate the sales volume of all the films on this list. The Coronet titles may have sold better since this producer has a large offering of films in the guidance area. However, among these twenty-five film libraries, about as many had purchased the EBF titles as had purchased those of Coronet.

The reason most frequently given by guidance specialists and counselors for a relatively moderate use of motion pictures and filmstrips was simply that few of those available are properly designed to fit the requirements of the guidance program. Respondents were almost unanimous in stating that there are not enough good films giving general information about the world of work, or dealing with families of occupations and the problems of exploring the vocational field and planning careers. This is reflected by the most used films in the twenty-five libraries. It was also indicated in responses to thirty of the inquiries directed to state departments of education. Among these, there were only fourteen films that were mentioned as being useful and widely used. These were: "Choosing Your Occupation"--Coronet, "Finding Your Life Work"--Mahnke, "How to Investigate Vocations"--

Coronet, "How to Keep a Job"--Coronet, "Classification of Occupations," "Exploring the World of Work," "View from the Mountain"--Wilding Picture Productions for American Dietetic Association, "The Big Question"--Jerry Fairbanks for New York Life Insurance Company, "Dynamic Careers in Agriculture," "Finding the Right Job"--Coronet, and "Your Earning Power"--Coronet. These, again, are almost all films of a most general nature.

A question of particular concern to the commercial producer is whether there is, in most school programs, adequate machinery for broad distribution and utilization of the materials available. As a matter of sheer economic necessity, commercial producers can produce only materials that will be so widely used in classrooms as to be purchased by a sizeable number of school systems. According to the reports from state departments of education, films for vocational guidance are much more often rented than purchased. Some are also obtained free from business concerns. Apparently, school systems do not as frequently purchase films for this program as they do films for basic subject matter areas. Perhaps the principal reason for this is the prevailing organization for the vocational guidance program in schools. This does not seem to provide much opportunity for any extensive use of motion pictures or filmstrips. It has been our experience that instructional materials are widely used only if they deal with subject matter that is given regular and sizeable blocks of classroom time. Apparently, this is not the case with vocational guidance. For the most part, this is imparted to students individually, in small groups or through such activities as the yearly vocational conference. While both films and filmstrips may often be used in such activities, they do not promote extensive and continued use of such materials.

This small survey suggests that producers should have a definite interest in producing more and better motion pictures and filmstrips for the vocational guidance field. However, it also suggests that there is real need for improvement in the machinery for distribution and use of good materials. There can be no doubt that both motion pictures and filmstrips can make a large and distinctive contribution to the dissemination of vocational information. There is no better way for a young person to get vicarious experience in a job situation or an intimate glimpse into the world of work. A filmstrip may not provide vicarious experience so vividly, but it has the advantages of being easier to use and better suited to individual viewing.

Just two things are needed from the people in the vocational education field to stimulate rapid expansion of output of materials. The first is to give producers fuller information as to the types of films and filmstrips needed; the second is to make some improvement in the machinery for distributing and utilizing these materials.

Supplement

SUMMARY OF RESPONSES TO QUESTIONNAIRE ON VOCATIONAL INFORMATION RECEIVED FROM 35 STATE DEPARTMENTS OF EDUCATION

A. Where, and how is vocational information disseminated by the schools in your state?

	Number of Schools			
	All	Most	Some	None
1. By Counselors Only.....	1	11	18	2
2. Through regular yearly vocational conferences.....	11	4	21	3
3. Through regular weekly or monthly guidance classes.....		1	26	
4. As part of basic subject matter courses:				
a. Social studies.....		7	26	
b. Science.....		2	23	
c. Mathematics.....		2	22	
d. English Language Arts.....		2	25	
e. Other.....	1	3	17	

B. At what levels is occupational information disseminated?

	Relative Attention				
	High 1	2	3	4	Low 5
Eighth Grade.....	4	6	9	6	7
Ninth Grade.....	11	7	7	2	2
Tenth Grade.....	4	11	11	2	
Eleventh Grade.....	6	11	10	2	
Twelfth Grade.....	14	8	5	2	3

C. What groups of students have greatest need for information and guidance?

	Relative Need				
	High 1	2	3	4	Low 5
1. Students qualified for or preparing to go on to a university.....	7	9	10	4	
2. Students for whom high school will be terminal.....19	7	2	1	2	
3. Students likely to drop out before completing high school.....21	5	1	3	1	

D. What are the purposes of vocational information?

	Relative Importance				
	Low 1	2	3	4	High 5
1. To help students to determine their aptitudes in preparing for careers.....	13	15	6	6	
2. To help students to develop their interests in preparing for careers.....	16	7	6	1	2
3. To encourage qualified students to go on to a university.....	5	13	10	4	
4. To prevent students from dropping out before completing high school.....	7	14	8	2	1
5. To prepare drop-outs for jobs immediately.....	8	9	6	6	2
6. To prepare terminal students for jobs....	14	9	3	4	2

E. What is the proper content of vocational information?

	Relative Importance				
	great 1	2	3	4	small 5
1. To acquaint students with vocational areas or families of jobs.....22	4	2	2	3	
2. To acquaint students with specific jobs....	3	8	8	8	4

E. (continued)	Relative Importance great 1	2	3	4	small 5
3. To give information chiefly about new jobs being created by the revolution in technology	3	15	10	3	2
4. To acquaint students with the general conditions and requirements of the world of work	16	11	1	4	1
5. To inform students about the general way of life of various vocations, as well as the specific work requirements	12	12	2	6	2
6. To help students make a broad exploration of careers in vocational areas	20	4	4	2	3
7. To help students to make decisions about specific vocations	4	12	12	4	2

F. What do films and filmstrips contribute to the dissemination of vocational information?

	Extent of Use High 1	2	3	4	Low 5
1. How much are films used?	3	8	14	4	2
2. How much are filmstrips used?	2	9	10	8	2
3. For which of these purposes are films or filmstrips used:					
a. To acquaint students with specific jobs	4	11	10	4	
b. To acquaint students with vocational areas or families of jobs	12	8	6	4	1
c. To give information chiefly about new jobs being created by the revolution in technology	2	11	11	2	2
d. To acquaint students with the general conditions and requirements of the world of work	12	9	4	3	2
e. To inform students about the general way of life of various vocations, as well as the specific work requirements	10	11	5	1	2

F. (continued)	Extent of Use High 1	2	3	4	Low 5
f. To help students make a broad exploration of careers in vocational areas.....	15	8	2	2	2
g. To help students to make decisions about specific vocations.....	3	11	7	8	1

G. From what sources are films and filmstrips obtained for vocational information?

	Most	Many	Some	Few	None
From business concerns.....	2	7	18	4	
From Life Insurance Companies.....		6	19	6	
Rented from Educational film libraries.	12	6	12	3	
Purchased from educational film producers.....	5	7	6	14	

F. (continued)	Extent of Use High 1	2	3	4	Low 5
f. To help students make a broad exploration of careers in vocational areas	15	8	2	2	2
g. To help students to make decisions about specific vocations	3	11	7	8	1

G. From what sources are films and filmstrips obtained for vocational information?

	Most	Many	Some	Few	None
From business concerns	2	7	13	4	
From Life Insurance Companies		6	19	6	
Rented from Educational film libraries.	12	6	12	3	
Purchased from educational film producers	5	7	6	14	

E. Sound Filmstrips In College Counseling

Jack Goodman
President, Guidance Associates
Pleasantville, New York

One of the most dynamic and rapidly changing areas in guidance today is college counseling. Many phases of this area of guidance have received a great deal of study and attention, particularly the commensurate areas of college counseling: college testing and college financing. Millions of dollars have been spent on research to develop and perfect tests which will, with high statistical probability, indicate the students' ability to succeed at college. The best known, those administered by the College Entrance Examination Board, are taken by almost one million students each year. The results of these tests give secondary school counselors and admissions officers, alike, valuable insight into the selection of freshman classes. They help to assure that those students who are admitted to particular colleges have a high probability of success.

On the other hand, another area of college guidance has not kept pace with the rapid developments in college admissions. This is the subjective aspects of college admissions, generally referred to as "campus atmosphere." In many respects colleges are all the same--they are all institutions of higher learning; they all have professors, presidents, deans, tuition, campuses, dormitories, libraries, student centers, classrooms, extra-curricular activities, athletics, etc. This seeming homogeneity among colleges is deceptive. In actuality, colleges differ a great deal among themselves. While colleges may all have very similar facilities, it is the balance among these facilities, the emphasis in one area and the de-emphasis in another--the quality as well as the quantity of the facilities--that makes colleges vary. At one college, for example, you might find a tremendous interest in athletics; at another, which has a work-study program, you might find a great deal of interest in avant-garde intellectual movements. On co-ed campuses there is generally interest in fraternity and social life and, of course, marriage. And, finally, in small colleges which are part of larger universities there is usually a good deal of "pointing" towards graduate school. These are only a few of what might be described as "predominent campus atmospheres" at various types of colleges. But even where there is a predominant campus atmosphere, there are many sub-structures, individual areas which may vary considerably from the predominant atmosphere and which may attract an entirely different type of student than does the predominant atmosphere.

All this is prologue to pointing out that colleges are immensely complex organizations. Even the smallest of them is a highly sophisticated organism about which it is difficult to generalize. It is in attacking this problem, the interpretation of colleges and the conveying of this interpretation to the individual college applicant, that an

audio-visual program can have real significance. A counselor may compare the record of an individual student to the profiles of several different colleges and then explain to the student what his probability of succeeding at any institution may be. The basic question which remains to be answered is how the counselor can interpret the several colleges accurately to the student. How does the counselor explain the different campus atmospheres at each of the several colleges? A highly subjective decision must be made by the student and the counselor and the fact that motivation, social interests, and extra-curricular drive cannot be measured accurately does not mean they are unimportant in the proper selection of college. College guidance in these subjective aspects has been largely overlooked and it is here that the audio-visual approach offers a new dimension and partial solution for conveying that type of information.

What are the reactions of guidance personnel to the idea of making available on a free, permanent load basis audio-visual material related to specific colleges? One might surmise that any device which helps the counselor to do a better job would be welcome. But many questions are raised. First is whether a variety of counselors across the country, with a variety of educational backgrounds, will all find the same material useful. The second question concerns the availability of equipment. Third, and perhaps most important question, relates to the effectiveness of such programs, both from a guidance point-of-view and from an institutional point-of-view.

Let us answer the second question first. The results of the National Defense Education Act have been enormous. It is now safe to say with about a 95 percent certainty that every high school in the country has a filmstrip projector and record player--the equipment necessary to display a sound-filmstrip program. At least three surveys are available that indicate this is the case, one produced by Western Reserve University, another by Lycoming College, and a third conducted by Guidance Associates, Inc.

Nevertheless, the equipment problem should still not be minimized. In many cases, guidance counselors are unaware that the equipment is even available in their schools. In addition, the equipment is rarely found in one place. This means special arrangements must be made with the Audio-Visual Director or the Student Audio-Visual Club. The solution to this problem seems to lie in two possible directions. First, in encouraging guidance counselors to have student operators run the equipment. Indeed, the individual student can be taught to run any filmstrip projector and record player within a matter of minutes. This permits the student and perhaps his parents to preview the program without any supervision. Although it would be better to have a guidance counselor preview a program with a student and then answer questions immediately thereafter, there is no reason why the student can't take notes while he views the program or immediately after and then bring his questions to the counselor, or perhaps to a college's representative when he visits that high school. A second, and perhaps more nearly

ideal solution, is the availability of rear-view, desk-top, projection units. Such a unit is made by two or three different organizations. This unit, which projects in the normal daylight and can be previewed by as many as six students, also has provision for earphones. In a number of cases, guidance counselors have acquired such a unit, placed it in their offices and permitted students to show the programs to themselves, so as not to disturb others nearby. The conclusion we draw from this is that while equipment is not an insurmountable problem, it is nevertheless a problem. A great deal of explanation, information, and encouragement needs to be devoted to explain to guidance counselors how to use the equipment, how to obtain it, and how to instruct students in the self use of the equipment. The high school organization needs to be developed so that guidance programs will fit into an already existing structure and can be shown with a minimum of inconvenience. The question of counselor reaction and usage is more difficult to answer. Statistics are very favorable here and it may be appropriate to quote the most thorough survey conducted along these lines, the Western Reserve survey conducted by their Office of Admissions.[1]

The survey began by describing the program briefly and then asking these questions: "What is your general reaction to this type of program? Would you find it useful in your guidance counseling work? Could you use it conveniently?" Some 340 questionnaires, selected on a random basis from Western Reserve's mailing list, were mailed. In addition, 40 questionnaires were mailed to counselors well known by the Admissions Office at the University. Some of these counselors came from very sophisticated suburban high schools, others from less sophisticated, smaller, rural high schools.

It is significant that there was no important difference in the results derived from the two samples. Sixty-five percent of the questionnaires were answered. Over 87 percent of these indicated there would be some value to the program, and more than 63 percent expressed enthusiasm towards the idea. It is important also to examine the negative reactions. In general, these commented on: 1. lack of time; 2. lack of space; 3. the belief that such a program might be propaganda for one particular college and the reluctance of counselors to "propagandize," as they might put it, in favor of one college at the expense of others.

The time and space problems have already been touched on as a function of the equipment problem. The third objection, the belief that such a program is propaganda, is more difficult to analyze. There is a cliche among college counselors that "good promotion is good guidance and good guidance is good promotion," yet not everyone, by any means, subscribes to this theory. The fact is, however, that when we are dealing with academic institutions, it is impossible to be merely general

---

[1] A copy of the questionnaire distributed by Western Reserve is included in the Supplement.

in our comments. Guidance in this case, by definition, implies being specific. Beliefs by counselors that specific guidance might be propaganda is a result of many factors: misinformation on the part of colleges; high pressure salesmanship; and, perhaps most important of all, an inability, in some cases, by colleges accurately to describe the predominant campus atmosphere at a particular institution.

Colleges have traditionally relied on the printed word and printed picture. Traditionally, this has taken the form of a college catalog and, more recently, a viewbook. The college catalog is perhaps the greatest common denominator of colleges. President Fels of Bennington College once reviewed some 300 college catalogs and came to the conclusion that "there are only two types of colleges in this country--the large urban university with all the advantages of a small liberal arts college and the small liberal arts college with all the advantages of a large urban university." Because catalogs provide only the basic factual material, colleges have decided to produce viewbooks generally a 16-to 32-page pamphlet incorporating a variety of pictures on campus activities with a commentary by the admissions officer or public relations officer. There are ten cent viewbooks and $1.00 viewbooks, and there is no relationship necessarily between the quality of the viewbook and the quality of the college.

In contrast to the two main objections to viewbooks, namely, that they are too glamorous and they too often are compared on the basis of form and not content, a sound-filmstrip program offers several advantages. First, all colleges are confined to precisely the same format, thus eliminating comparisons of institutions based on the form of the presentation; second, since most sound-filmstrip programs are done on a contractional basis, an independent writer and photographer can "report" on the college; and, finally, the communication ability of an audio-visual program well documented elsewhere, is as effective in this area as it is in the other areas of the curriculum.

What should be the content of these programs? Traditionally, college visual materials have incorporated an architectural tour with a discussion of high-sounding educational goals. We believe that this is the least important portion of college guidance and in contrast to this approach place a great deal of emphasis on the individuals at the particular college. By showing students participating in a variety of activities, on the campus and going through the dynamic processes of obtaining an education, it is possible to assist the college candidate to identify with one or more colleges. To the extent that an individual identifies with the people he sees, he is interested in applying to that college. To the extent that he does not identify with those he sees, he rejects the college as a potential solution. The question of propaganda, therefore,becomes moot. The real question is: Does such a program assist a student in selecting a college? The indications are quite favorable. Take, for example, one program, produced in the fall of 1961 for a small, liberal arts women's college in New York. This college had traditionally

received some 700-900 applications for approximately 150 places in the freshman class, so it is obvious that the program was not prepared simply to attract more students. Rather its purpose was to attract a higher quality of student. Indeed, of the 900 applicants, only about 500 or 600 applicants met the academic standards of the college. Its prestige, reputation, and location made it a highly desirable place. When the program was produced, several important statements were included. One was that each girl spent approximately 16 hours out of class, studying, for every hour-and-a-half she put in class. Subsequent presentations of the program to high school students showed that a number of girls considering the college realized it was a serious, academic institution and its glamorous or social aspects were only part of the story. This college, it has been learned, has experienced more appropriate applications.

To sum up the propaganda problem, college guidance cannot be effective without relating it to specific institutions, but some institutions have been unsuccessful, for a variety of reasons, in telling an accurate story about themselves. The audio-visual approach offers new dimensions: color and sound and a standard format which permits the student, counselor, and parent to compare colleges and to obtain a more accurate picture of the highly individualistic characteristics of any particular institution.

Something more needs to be said of the motives for producing such a program. It is not true that most colleges produce these programs strictly as a promotional device, to introduce more people to their institutions. Most colleges today are crowded anyway and there are few that do not have more applicants than space. On the other hand, there are few colleges in the country that are not continuously trying to upgrade the undergraduate body. The Ivy League colleges are fiercely competitive among themselves, although this competition to the outsider has a generally benevolent appearance.

Simply doubling the number of applications, with no improvement in the quality of the applicant, is of little value to any institution unless that institution's dormitories and classrooms are partly vacant. In other words, colleges have viewed a sound-filmstrip program basically as a device for upgrading the undergraduate body. The program, in such a manner, operates on the assumption that there is a pool of high-quality students available to themselves and also to their competitors. The college produces such a program to obtain an increased portion of this pool of students. For example, much has been said of late of the decline in applications to engineering colleges. Yet last year nearly 70,000* freshmen entered engineering colleges. Those engineering colleges which are using a sound-filmstrip program are doing so primarily because they are anxious to obtain a greater percentage of the pool of engineering students now available. In addition, it is their hope that such programs will better explain

---

* New York Times, February 13, 1962.

the various aspects of engineering and thereby increase the available pool of engineering freshmen.

The second reason for producing a program is to permit the college better to explain its purpose and goals to a wide variety of individuals, including guidance counselors, students, and parents. This is traditionally called image identification. Many colleges have images which are out-dated. In the last ten years, they may have changed tremendously. How do they get this story to the public? How do they explain new opportunities, facilities, new philosophy, and education, or whatever it might be, to a broad spectrum of individuals? Traditionally, colleges have relied on public relations men to place stories in news media and, in addition, have printed a variety of brochures. If the audience they want to reach is in the area of admissions, a sound-filmstrip program can be valuable because it can go directly to the individuals for which it is intended.

The third reason for producing such a program relates to the first. All colleges traditionally draw from the surrounding countryside. In fact, the College Entrance Examination Board states that 75% of the students at almost any college come from within a 200-mile radius. A number of colleges, however, are beginning to see advantages in obtaining a broad geographical and socio-economic distribution of students, commonly called a balanced class. It is very expensive to travel all over the country seeking out students who might be interested. A partial solution to this problem is to distribute a quantity of filmstrip programs to secondary schools that are at considerable distance away and in a different socio-economic area than those from which the college has traditionally drawn.

In conclusion, it may be helpful to quote some reactions that we have received from counselors who have used or have considered using such a program. These examples will illustrate the objections and problems as well as the advantages in using such material and may serve as a point of departure for anybody interested in pursuing this topic further.

"We are not interested in such advertisements. We are too busy guiding to preview such films."

Guidance Department
Columbia High School
Columbia, South Carolina

"Frankly all who saw the filmstrip (153 students and 9 teachers) liked this film. It is a wonderful way to present a college. It is a big money- and time-saver. Our schedules would not need to be arranged for college admissions officer visitations and the colleges could use their staff better by not having them visit so many of the schools. I like this new approach. Congratulations."

Dorothy Hicks
Counselor
Monessen High School
Monessen, Pennsylvania

"This procedure has excellent possibilities and may do more for a serious applicant than a casual visit to a college campus. The expense of this presentation should be on the college, not on the secondary school."

Alfred Lincoln
Chief Counselor
William Hall High School
West Hartford, Connecticut

"The response from the girls was most favorable and they agreed with us that this approach was in many respects much more sensible than a visit with a harassed admissions officer hurrying to meet the demands of the next appointment. Of course, one can't ask questions of a record or filmstrip, but questions can be answered for the students at a later date on a visit to your campus."

Alexander M. MacColl
Friends' Select School
Philadelphia, Pennsylvania

"The slide film and narration record arrived in our school before your letter. Since I had a guidance class the day after its arrival, I decided to use the material at once. This was a class of juniors who are now considering many colleges and listening to many college admissions officers.

"They were very challenged by the procedure which you were using to give information on (name omitted) College. After the film was finished, we discussed it at length. They felt it was a unique procedure as well as informative, and concerted opinion was that it was an excellent way of gaining information about a college and better than simply studying a catalogue. However, they still felt they would like to have this in addition to a visit from a college admissions person. If this pictured presentation could be used before the college admissions person's visit, it would be the finest way of presenting a college program to a group. They still felt they wanted the personal contact."

Ruth A. Courtney
Headmistress
Old Trail School
2425 Covington Road
Akron 13, Ohio

"We tried out the record on (name omitted) with a small group of seniors. So far we have not shown the film. You ask for reactions, and so I feel I should report that the record was not very effective. The girls who are ardent enthusiasts did not think it did the college justice. Others, who know little about it, thought the "voice" was unimpressive. They all wanted much more evidence of intellectual activity and less travelogue."

Mrs. Rockwell Stephens
College Advisor
Woodstock Country School
South Woodstock, Vermont

"Your previously announced gift of the recording and filmstrip on the State University arrived today from Guidance Associates, Inc. After viewing and listening to these aids, I can sincerely say that they are very well done, and constitute a genuine contribution to our guidance program for young men."

Reverend William Matyas, O.S.B.
Guidance Director
Benedictine High School
2900 East Boulevard
Cleveland 4, Ohio

"We have several such presentations and have found them useful but a poor substitute for a visit by an admissions officer. Yes, we have equipment for any type of presentation."

John P. Jordan
Sanford H. Calhoun High School
Merrick, New York

Supplement

Western Reserve University
Cleveland 6, Ohio

Dear Guidance Counselor:

Western Reserve University is considering the production of a sound filmstrip describing the undergraduate programs of the University. This presentation will consist of a 12-inch, 33-1/3 rpm lp record, keyed to a 100 frame, full-color filmstrip which describes such things as the university environment, programs of study available, student life on campus, and many other aspects of the experiences through which the student passes as an undergraduate. A quantity of these programs would be produced and given to selected high schools. We have two questions which we would like you to answer.

What is your general reaction to this type of program? Would you find it useful in your guidance counseling work? Could you use it conveniently?

Do you have the equipment to show this program? Such showing would require the availability of a 35mm filmstrip projector and a 33-1/3 rpm record player.

We are enclosing a return envelope in the hope that you will give us your reactions on this letter and put it in the return mail to us. Your frank and candid appraisal is what we are looking for.

Cordially,

Roland J. Hinz
Director of Admissions

RJH:mrb

Name_____ School_____

RESULTS OF THE WESTERN RESERVE UNIVERSITY SURVEY

380 Questionnaires Mailed

246 Questionnaires Returned - 65%

	Absolute Number	% of Those Replying
Enthusiastic	156	63.5
Cool Approval	44	17.9
Limited Usefulness	14	5.7
Undecided	2	.8
No	30	12.1
	246	100.0

1. Note that 87.1% felt that it would have some value.

F. Some Current Uses of Media in Guidance

Carl McDaniels
Director of Professional Services
American Personnel and Guidance Association

My discussion of current uses of media in guidance is based on two general sources: (1) a survey of media used in guidance through the official newsletter, Guidepost, and (2) a variety of published and unpublished material that has come to the Association headquarters.

During the fall, 1961, the Guidepost printed a one-page tearout sheet inviting its readers to fill out and return to the Association. This questionnaire sought information on the use of media in guidance activities.

Results of this survey showed that films were the most popular type of media used in guidance programs. Ninety-five percent of the respondents indicated they used films, 75 percent used tape recordings, and 75 percent used film strips in their guidance activities. Less than 40 percent indicated they used any form of television, although a great many respondents claimed they had plans to use television in the immediate future. Closed-circuit television was the type most commonly used. Only about one percent were planning further film use. Only 20 percent utilized teaching machines or any type of programmed instruction. Where used, this type of media provided educational-occupational or career-type introductory units at the junior high school level.

This limited survey further indicated that media were utilized primarily for guidance services with students - above 90 percent of respondents - rather than the in-service education of the staff or for counselor education.

From professional journals, mimeographed reports, published and unpublished materials, we found there are significant practices in the use of media which merit reporting at this point.

Of particular interest is the creative effort shown in the utilization of television -- closed-circuit, educational, and commercial. All of you are now familiar with the extensive use of educational television to supplement guidance services in the Hagerstown, Maryland schools. Local television stations at Portland, Oregon, and Kansas City, Missouri, as well as St. Paul, Minnesota, have produced interesting programs on guidance topics. The University of Michigan and other universities have

experimented with orientation programs. Here the problem of accommodating large numbers of students in available auditorium space has been overcome through the use of television.

Although the APGA survey showed a rather limited use of film strips, the information available to us indicated that some of the most imaginative and useful ideas related to guidance are being developed in the film strip area. For example, the series of sound film strips developed by Guidance Associates of Pleasantville, New York, which are directed to high school students confronted with choice of college; the silent film strips prepared by the Society for Visual Education, particularly their series on "Foundations of Occupational Planning"; and the guidance series of the Film Strip of the Month organization are of significance to counselors.

We have found there is extensive development in many parts of the country in the use of tape recordings. The range and variety of activities is so wide that one hesitates to mention any specific use. Local chapters of the Chamber of Commerce, the American Association of University Women, as well as other civic, educational, and service organizations have made extensive sallies into taping information on subjects from good manners to vocational planning and college selection. At the college level, for example, Dean Ellen Fairchild at Syracuse University developed a series of vocational tapes for college women. At the secondary school level, Dr. A. Martin Bloom of Rutherford, New Jersey, carried out an extensive program of college campus interviews that can be used with students back in the home community. The potential of tape recordings for use in the guidance area is great, and their utilization needs to be further explored.

Within the general field of newer kinds of ideas, we have found that there is a good deal of simulation in training programs going on either in the guidance field or in closely related areas such as educational administration or management training. The February, 1962, issue of the Journal of College Placement carried an extensive article on the use of simulation business training with undergraduates prior to their leaving college. It occurs to us that there is great opportunity for development in this area of simulation training for counselors. Activity as well in newer types of organizational plans has been worked on by John Cogswell at the Systems Development Corporation. Imaginative ideas for school planning and counseling use have been seen here.

Finally, the uses of media that we have seen around the country have been primarily related to large school systems or large universities. Media in its newer forms remain largely unused in smaller institutions of higher education or in small school systems. This is an unfortunate situation in terms of the area of need but an observation that one is compelled to make based on the information at hand.

G. An Investigation of the Effectiveness of Presenting Career Information to Junior High Students by Tape Recording

William H. Siemering
Counselor, West Junior High School
Madison, Wisconsin

The impetus given the guidance services in the public schools by the National Defense Education Act, coupled with the bulging school enrollments, presents education with the challenge of increasing such offerings to a larger number of children. The counselor must sometimes enlist the help of the classroom teacher in presenting certain materials, but the presentation may not be well done by a teacher with limited experience in personnel services. Some methods which would be satisfactory to the counselor, teacher, and pupils need to be developed.

This is a study of presenting such materials by tape recorded programs. It was felt that such recorded programs would result in better utilization of the counselor's time, enable him to make wider use of resource persons, provide the teacher with a self-contained teachingaid, and provide the students with a worthwhile learning experience. This is not a purely original idea, for we find that as early as 1930 the Columbia Broadcasting System included in its American School of the Air a course in vocational information.

The format of the first program consisted of discussion with junior high pupils about planning for the future. This has been edited and had narration added to give the program structure and proper emphasis, but it was hoped that by using comments in the youngsters own words, there would be more of a sense of naturalness, reality, and better identification. The other two programs in this study were interviews with a specialist in aviation education and were aimed specifically at the junior high youngster.

It was felt that the junior high years were an appropriate time to present generalized career information, since it is considered an exploratory stage in career development and is an important articulation point in entering high school. It is a time when tentative career plans must be made.

Three programs were planned and recorded: "Choosing a Career," "Job of Stewardess," and "Job of Pilot and Mechanic." The hypothesis was stated that: Career information can be presented effectively to a select group of seventh- and eighth-grade boys and girls by means of tape recorded programs. In an attempt to investigate this hypothesis, the following questions were asked: (1) Do the students learn the desired objectives by a tape recorded type of presentation? (2) Do the students like the method of presentation?

In an attempt to find answers to the above questions, the following procedure was pursued: A pre-test and post-test were constructed for the second and third programs mentioned above, and a pupil evaluation sheet for all three programs was constructed. These were administered by the writer to a combined seventh- and eighth-grade class at West Junior High School in Madison, Wisconsin. To provide a check on this group and on the investigator conducting the class, the same tests and procedure were followed on a comparable group of eighth grade pupils at Wisconsin High School in Madison, Wisconsin, with a regular classroom teacher presenting the material. No significant difference was found.

In answer to the first question, the following evidence was submitted: The seventh and eighth grades improved their mean scores between the pre-test and post-test for the first tested program by 3.72 and 3.85 points respectively on an eleven item, objectively-scored test. The median for both groups increased four points. For the second tested program, the mean scores improved 4.29 and 5.34 and the median score 4 and 5 points for the seventh and eighth grades, respectively. While there were slight differences in the scores of the boys and girls and the two grades, they were not of such significance that a conclusion could be drawn that one group learned more than another. This is only a partial answer to the question since one of the desired objectives was that there would be subjective learnings about the self and its relation to the world of work which were not evaluated in this study.

Investigation of the second question revealed that the majority of the students found the programs interesting or very interesting and one-fifth of the students thought they were dull. Four more pupils indicated that they would like to listen to such a series next year; then indicated they would not like to listen. Four-fifths of the pupils stated that they did not now spend enough time on career information in class. The youngsters showed preference for the programs which dealt with occupations limited to their own sex but also indicated a liking for the first program, which was of equal interest to both sexes. The comments written by the students indicated the programs could be made more interesting by selecting occupations in which there was greater interest and by making the presentation more animated and lively. Six students indicated that they didn't think that career information could be presented effectively in this manner.

One of the teachers commented that the presentation would have been more effective in a smaller room and if the information were coordinated with other learning experiences.

The counselor in a school where teachers have a responsiblity for presenting career information to junior high youngsters might well consider recording such information on tape for use by these teachers. It should be emphasized that such information should be presented as interestingly as possible and coordinated with the other learning experiences in that class. A mimeographed study guide might be helpful to the teacher.

If the counselor has an opportunity to record comments with a good resource person on careers, such information could be used by the counselor and the group of pupils interested in the occupation.

Even though the junior high youngsters are in the exploratory stage of career development, many seem to feel they have decided upon a career, so detailed information on specific careers for a class seems advisable. Generalized information about career development, however, appears to be needed and would be welcomed by the pupils.

Since youngsters today are accustomed to polished professional performances on radio and television, they demand the same kind of professionalism in audio-visual teaching aids. It is, therefore, suggested that a series of radio programs produced by professional personnel might be produced on career information. Such a series could be recorded by the local school for repeated use and would provide the more isolated rural schools with good resource material. These programs, if presented by the Wisconsin School of the Air, could be made advisable to the entire state.

First, however, further research should be made into the kinds of information needed by youngsters at this age and the most effective format for presenting this information. This study was confined to an urban school with many resources; a similar study might be undertaken in a rural community with limited resources and the results compared. The real evaluation of any such series should be based upon a longitudinal study to determine if the articulation into high school is more satisfactory, if there is less wasted effort in selecting a career, and finally if there is greater job satisfaction as the result of a planned presentation of career information at this important developmental age.

H. Guidance Tapes for Counselors: The High School Girl Looks At Her Future

Ellen Fairchild
Co-Director, Student Dean Program
Syracuse University

(Excerpts from 12 vocational tape recordings by Professor Ellen Fairchild, Co-Director of Student Dean Program, Syracuse University, to help the high school girl plan her future with intelligence and perspective. The tapes are designed to provoke discussion. Each tape is introduced by a question asked by a high school girl about herself. A single tape required from 6 to 8 minutes of playing time and the remainder of the period should be used for reaction, exchange of ideas, and further exploration of the topic on the part of the listeners.)[1]

In the introductory section, which is Tape No. 1, the girl student points out that:

> Since 1957, we have had access to much new information about work in the lives of women. The National Manpower Council presented us with some startling facts about paid employment in the lives of American women. Through an alalysis of a great number of governmental statistics, they point up the major changes which have taken place in the pattern of women's lives since 1890. Whereas in 1890, 4 million women worked, 70 percent of them were single and they composed 17 percent of the total labor force of the country. Today, 25 million women work and it is estimated that some 60 percent of them are married and they compose 35 persent of the labor force. A statement in the report of this Council, which startled young women and girls, was: "Today's school girls may spend 25 years or more in work outside the home."
>
> Today our economy could not be carried on without the contribution of women who are in the labor force. If the secretaries, teachers, nurses, saleswomen, and factory operatives were to leave their work and go home, the economy would suffer a setback similar to the crises which develop with strikes, storms, floods, or epidemics. It would mean that only two out of every three workers would be on the job.

---

[1] These tapes have been 'broadcast' several times over radio station WHEN in Syracuse, New York. The script appeared in a series of Saturday newspaper articles on the page devoted to young people's activities in the Syracuse Post Standard. They are available for purchase or loan from the Syracuse University Audio-Visual Center, Room 240 H. B. Crouse Building, Syracuse University Campus, Syracuse 10, New York. (The series of 12 tapes may be purchased for $4.25.)

Tape No. 2 - Planning Your Life

A common problem of many high school girls is that they do not know what they want to do when they grow up. The tape begins:

You need a purpose or goal for yourself and this is not as easy for a girl to determine as it is for a boy. A boy can decide that he is going to go into business with his father or become a scientist, engineer, or accountant and move toward this continuously in his lifetime. We know that if he makes this decision during the junior high school years, it will give purpose to his life and he will not waste time by taking unnecessary courses in high school or college. It also improves his personality by helping him be direct, confident, and purposeful in his activities. However, a girl and also a woman has to learn to live with alternatives and change, more so today when more girls are marrying and marrying earlier.

To help plan your life, I would suggest you take out a sheet of blank, white paper and draw a map. The map should be about seven inches in length, for these seven inches will represent your life span--1 inch for each 10 years of your life, seventy years in all. Statistics tell us you will marry at about 20 years of age, from 20 to 26 you will have your children. At 32, it could be that your last child will be in school and you will want to start looking for something to do outside your home. It is possible that a part-time job or even a full-time job is what you will accept. We have good reason to believe, from what we know of many other women's lives, that you may work from the time you are 32 until you are in your fifties. This means a period of about 25 years. This is why purpose becomes important. If you establish an educational and vocational plan at 16 or 18 you will have two to four years of preparation for the type of work you will do during this later period. A plan now will mean that you will be working as a secretary, nurse, teacher, social worker or at a similar occupation when you go to work at some thirty years of age. With no plan now, you will probably become a factory operator, a waitress, or sales clerk if you drop out of school at 16 or merely finish high school.

Decisions should not be made independently. They concern your life but it is very important that you consult with your parents for they are your resource for support, both moral and economic. A decision in which your parents have aided is wise because of the many things only they can know about you. They also know how much financial assistance they would be willing to give. Your counselor or teachers should also assist because they can assess your present educational accomplishment and predict your future attainment.

Tape No. 3 - Using All Your Ability

In response to a high school girl of high potential by the name of Mary Lou who wishes to be an airline hostess, we hear:

We know, Mary Lou, that many girls set their sights too low. We have discovered in this country that we are wasting the talent of our gifted girls. We can define gifted as boys and girls who are in the top 7 percent of all the young people in their age group in mental ability.

Today the demand is for college- and university-trained people, as we employ more people in human relations and service work than in production of goods. Gifted girls are not receiving college and university training to the extent to which gifted boys receive it. Research shows that slightly more girls are graduating from high school than boys and tests show that slightly more of them are capable of college work. Of these able young people, 50 out of 100 boys will graduate from college, but only 25 out of 100 girls will get this far. In this same group, 1 out of 30 men will earn a Ph.D. but only 1 out of the 300 highly able girls will get this degree. Your counselor would like to see you use all your ability, Mary Lou.

Let us assume, in spite of what is said, you wish above all to be an airline hostess. You have wanted to do this for years and you refuse to change your plans. Then you and your counselor might well think of the wide range of jobs which airlines offer to women. Trans-World Airlines want women for agents in reservations and sales, also accountants; American Airlines seeks women as analysts, clerks, secretaries, stenographers, statisticians, and stewardesses. Thus, we see that within any particular business or industry there exists a great variety of jobs which need many kinds of abilities from their employees. We would hope that you would move up the ladder from stewardess, to a supervisor, an administrator, and possibly vice-president, if this is appropriate to high intelligence, organizational ability, and leadership qualities in your high potential.

Tape No. 4 - College Compared to High School

The next step in the lives of young people is usually wrapped in fantasy and seldom viewed realistically. To be accepted by the college one has chosen is felt, at the moment, to resolve all life's problems. This tape reports:

A big adjustment for most freshmen is to get used to living in an institution or hall that houses several hundred like-sexed young people of the same age as contrasted with their own homes which housed perhaps less than six people who were of both sexes and different ages. In terms of people living together, a hall is more like a camp group.

Several years ago, a group of freshman girls were asked to compare their thoughts about what they expected dormitory life to be like before they entered college with the thoughts they now have after two months of college life. From their answers, it was concluded that the building itself had not met their expectation. The expectation of a homey, ivy-covered, brick structure had to be replaced by acceptance of a large, impersonal, modern structure. Expectations in regard to social life, making many social contacts and meeting college boys had not been met during these early months. They also found that they were not getting enough sleep and rest and this had not entered their thinking before coming to college.

Tape No. 5 - Why Go to College

Going to college for girls, has come about in the last 125 years, whereas boys have attended colleges in the U. S. since the founding of Harvard, more than 300 years ago. This tape develops ideas on college for women, in relation to marriage, as follows:

In the past 200 years, colleges have changed their purpose. They are no longer for children of the wealthy and upper-classes. Each year we have found more and more children of business people, farmers, factory workers, and laborers attending college. As colleges have become more democratic, they have become more practical; and along with the traditional Bachelor of Arts degree, we find the Bachelor of Landscape Architecture, Bachelor of Medical Technology, or Bachelor of Engineering.

It should not surprise us, then, that when we ask young men and women why they wish to go to college we find that they have vocational reasons: to get a good job, to get a better job, to get a better salary, to secure an important position.

If a liberal education is a good foundation for a professional man, it is also a good foundation for his wife. College men expect to marry college-trained women, but actually there are not enough of these women to go around. For every 20 out of 100 men who receive degrees, only 12 women earn theirs. In previous years, the statistics have been even more favorable to men.

We know that many young women in college today do not intend to use their education professionally. However, we find that once they have been divorced or widowed, 8 out of 10 of them now plan to work indefinitely.

My answer to your "why college for a girl" is: a college education can enhance a woman's life, be she homemaker or worker, and it is a form of insurance which can help her rise above personal or economic tragedy.

Tape No. 6 - Money for College

The high school girl who wants to go to college, but whose family is not willing to send her, is the concern of this tape. Here Jane is told:

> Girls have several unique problems relative to financing college which boys do not have. One of these is the attitude of the parents toward the costs of educating a daughter if there are sons in the family. The sons' needs are usually given priority because it is sons who are going to have to take responsibility for supporting families. The education of the daughter is called a "marginal luxury." If the family can spare the funds, they will use it for the daughter's education, but they will not undergo any hardship to provide this for her. Their attitude is that she is probably going to marry anyway and will not need additional training to the extent that the son or sons will.
>
> Another facet of the girls' problem is in borrowing funds. A young man can borrow for his education and, after he marries, moneys can be set aside in the family budget for repayment of the loan. The wife, being dependent, accepts this expenditure. On the other hand, if the wife borrowed for her education, there is some difficulty in explaining this previous financial obligation to the husband and having him assume this debt which his wife contracted before their marriage.
>
> In light of these considerations, it usually behooves a girl from a family where there are sons and limited means to plan for the best education for the least amount of money. If you choose to go away from home to a private college it will cost you approximately $2500 per year. You can cut this amount by $1000 if you will go to a state-supported school where you save on tuition or if you go to a private college or university and live at home, thereby saving on part of the costs of board and room. You can save another $500 if you will go to a public institution and live at home. College costs can be as much as $2500 per year or as little as $1000 per year, according to your selection of these plans.
>
> Colleges are making it easier for you to talk over your financial problems. Many of them are centralizing all of their resources for helping students in a financial aids officer who is close to the admissions director. Once you have determined what your costs per year will be and you have measured your assets of savings and parental assistance against them, you will know what you lack for this venture. You are now in a position to seek advice through the college admissions office. They will look over your figures and make what is referred to as a "package deal." This means that they will suggest several forms of aid for you to make up what you lack. There can be gift scholarships, loans with and without interest, and student employment. A "package deal" for a student might include one, two, or all three forms of assistance.

Cooperative living arrangements, where students assist with maintenance and meal preparation, can result in further savings; summer employment, and time payment plans are other ways of dealing with "footing the bill" for college.

If you can qualify for admission to college, Jane, there will be resources to assist you on a more businesslike basis than ever before and you will belong to that 40 percent of the student body who are receiving financial assistance as he or she pursues education.

Subsequent tapes deal with the following topics:

No. 7 - Graduate School for Girls

No. 8 - Going to Work--the problems of gross earnings as compared to take-home pay

No. 9 - Woman's Place is in the Home

This tape opens with Shirley's question: My father says that woman's place is in the home. Should I believe him?

Your home is not unusual, Shirley, for you will find that many men in this world believe as your father. His is the traditional view about the place of women, and if you were to travel around the world you would discover that more people believe that women should be housekeepers and mothers than that women should contribute their services outside the home for wages. If the western world, to which we belong, had not changed so rapidly because of the industrial revolution, this past 100 years we women would still be in the home full time, without need for jobs.

You will discover after you leave home, and if you work, that your father's attitude about women is reflected in the work world. Men pretty much control the business arena, government, the professions, industries, religious and educational spheres because they are in the top positions, and very seldom does even a woman break through to be included in top, policy-making boards. Consequently, you will frequently run into prejudices which operate against the woman employee. In many companies, if a woman marries a fellow employee she is expected to resign. When we compare the wages of women with those of men in a given job, women are always paid less; in the matter of promotion, a less competent man will be promoted over a more able woman. These are the obvious prejudices. There are others, which are less obvious, which are found in the attitudes of men workers, who are not happy to have women in the same room or doing the same type of work. There is genuine resentment if a man finds that a woman, even an able one, is his immediate superior. For these reasons, women have tended to gravitate toward feminine activities, where they work in a woman's world. These worlds of women exist in schools, stores, hospitals, telephone companies, and business offices.

To these prejudices, we can add real limitations which girls would do well to face up to as they plan for their future. The most obvious limitation a girl must accept is the biological one. The society in which we live does not accept women in certain types of work because the work is hazardous or performed in lonely and unprotected situations. The work of employees in oil and steel, miners, forest rangers, and policemen, and the new ones of astronaut call attention to this cultural restriction. It is difficult also for woman to have a position in which she must travel with men who hold a similar position. A married woman's children will limit the number of hours she can give to work and the time of day when she can work. Added to this will be a geographical limitation and that is that she is not free to go where she can get the most money for her services, but must find employment within the community in which her husband earns his livelihood.

Your father's point, Shirley, of women belonging in the home, I have elaborated on by showing you that it is a view you will reencounter as you leave school and gain experience in a job. It could be, however, that you will marry a young man whose own mother was employed and he may have such an expectation for you as his wife. In this event, instead of retaining your father's view, it might be better for your happiness if you accepted your husband's ideas about women's work, especially if you do not have children.

Tape No. 10 - Why Work If You Are Going to Marry?

To answer the question asked in the title, reference is made to the sociological changes which have taken place in women's roles. A section from the tape begins:

> The movement of our country from a rural society to an urban industrial one has changed markedly the responsibilities and work of women. The mother can no longer help her husband by being more productive, able, and efficient in her home. The production, preparation and storage of food have been taken from her. Other activities which are no longer hers are the making of clothing for her family and the creation of functional and decorative objects for her home. All of these products and services must now be purchased. The mounting budget, as children reach college age, accounts for many of the mature and greying women who now sit at a desk in a business office or educational institution. Consequently, if mother is to participate in meeting the economic needs of her family, it can only be done through a weekly pay check.
>
> Further, since World War II, we have had an unstabilized international picture and great desire for material wealth on the part of our citizens. As women sense the insecurity of their men, who feel they may be called or recalled for military duty or worry about job security in a society moving toward automation, the wife's regular contribution to the family builds security into an insecure family atmosphere.

One or several of these reasons may account for why the married woman works. In conclusion, I would add that in order for a married woman to work outside her home she needs abundant good health, healthy children, and an appreciation of her work on the part of her husband.

Tape No. 11 - Teen-Age Marriage

Examples of desirable and undesirable teen-age marriage cases are sighted. A special reference for the intelligent girl says:

> The more intelligent and ambitious a girl is, the more likely she will be unhappy in a marriage she makes in her early years. She might marry someone who is at the same point educationally as she but, whereas she is still climbing, he has arrived and is not interested in going further. This could make for later dissatisfaction. Early marriage and family responsibility could mean that both she and her husband had to make compromises with their aspirations. As a result of the marriage, education has been curtailed.
>
> I have known several women who married in their late teens. After three or so years of marriage, which involved the care of two small offspring, they looked with envy at the easier life of their single friends who were not yet saddled with family responsibilities. These young wives seemed to feel that they were catapulted from childhood to adulthood, with no time for carefree youth or fun as a single, unhampered individual. This period following motherhood was a time of some regret and soul-searching before these young women were able to take up again the wife and mother role they had so hurriedly moved into in late adolescence.

Tape No. 12 - Education for Homemaking

The girl who says "I want education to be a good homemaker and mother" learns:

> Our forthright, energetic society has not given its highest rewards to men and women who were content to do lowly but significant tasks well. Rather, we have recognized and given notoriety and material wealth to those whose names reach the newspapers. Parents and grandparents of America's children, especially those who came to this country in the great immigrations from Europe before 1920, bred into their children the importance of being a success, the winning of a place for themselves at the top; and upward mobility for girls was by making a good marriage. The making of a good marriage meant that the daughter would not perform the drudging housework of her mother but would be a fine lady. Thus, American mothers have spent more time on grooming daughters to make good marriages than they have in educating them to succeed in housewifery skills after marriage.

In some homes today, with the man of the house out of work because of automation, the woman has taken on a waitress job or domestic day-work to supply essential income; and the traditional roles of the man and woman in the household have had to be reversed, not through choice on their part, but because they are victims of the economic system under which we all live and which was brought on by the factory system and the accompanying growth of cities.

We need more education for and more dedication to the role of homemaker and parent. Providing opportunities for this type of education is not the problem; opportunities and unused resources exist. The real problem lies with the attitudes of our society, parents, and the girls themselves toward this type of education.

Men and women need to be convinced of its necessity in these times when more knowledge is needed to act as an intelligent individual than ever before, and greater knowledge and wisdom are needed when a woman must act for her children as well as for herself.

References

1. David, Opal D., Ed., The Education of Women. Washington, D. C.: American Council on Education. 1959. ($2.00)

2. Today's Woman in Tomorrow's World. A Conference Commemorating the 40th Anniversary of the Women's Bureau. 1960. Supt. of Documents. ($.50) (Other publications of the Women's Bureau are available through the Supt. of Documents.)

3. Womanpower. National Manpower Council. New York. Columbia University Press. 1957. ($5.00)

4. Zapoleon, Marguerite W., Occupational Planning for Women. New York: Harper and Brothers, Publishers. 1961. ($5.00)

Impact of Technology on Guidance and Education

Philip Lewis
Director of Instructional Material
Chicago Public Schools

I understood that the reason for having me come before you today, for the last session, is the feeling that someone could best pull together and summarize everything that has happened if he had not been present at the previous sessions. And so I find myself in this unenviable position. Also, I identify among the group in the audience at present a number of very fine authorities in special areas of what I would like to cover today. This also knocks some additional props from under the things that I have to say.

I would like to preface some of the slides by saying that I think the greatest challenge that we have today is to put together the pieces that are around us in terms of instruction and teaching and learning and to see if we can unify them for some approaches that have, let's say, a reason for existing. I think many of our different fields have developed independently; with the technology taking giant strides, we find that this no longer can go on. If you have a manufacturer who specializes in phonographs, we find suddenly that he gets into all sorts of things that tie him up with strange bedfellows just as we have seen in programmed learning where respected publishers now find themselves tied up with manufacturers of hardware. A few years ago we would think this would be inconceivable and still we find this happening all the time. And, I think what this indicates is that unless we look at our total program, and our total approach, we will still have a fragmented approach to teaching and learning and guidance and anything else that we do. And so my feeling is that in considering new media, we have to consider several things at the same time.

First of all, it is just as important to consider the learning environment as it is to consider anything else. And, therefore, what will the new schools look like or what should they look like if they are to accommodate the new media? And if we do use a different type of approach in constructing a school plant, then what should the facilities be? And if we do install facilities in these schools, should they be separate or should they represent systems approaches to this kind of thing? And I know that some of you will say immediately, "Well, we're talking about systems. This must be either an electronic system or a mechanical system. This is going to dehumanize our approach to learning." This is not what I mean at all. All I am saying is that you must inspect what has been happening in instructional materials, for example, during the past two or three years. I can cite an example. Four

---

[1] This presentation was accompanied by slides. The text explains the content of each slide.

summers ago we had a committee of teachers and principals appraise instructional materials in foreign language and language arts. There were about 2,500 separate items submitted for appraisal at that time. Now in our adoption cycle we came around to these two areas again this summer. And in the same two areas 10,000 separate items were submitted for appraisal. Now, I think this in itself is significant: a 300% increase.

On the other hand, perhaps even more important was the fact that we now began to see that we no longer have a textbook by itself or even just a textbook and a workbook or even just a textbook and a workbook and a teacher's edition. But we are beginning to see instructional systems put together where all cross media approaches are not put in as supplements or as correlated materials as we have finally been calling them over the years. You see, this was a good gag. If a film producer had some titles that seemed to coincide with some chapters in a textbook, then these were listed as correlated films, and the same for filmstrips. This is no real criticism of these people, but this is how the field developed. Now we are saying, if you are going to use a record, it is not something you add to simply enrich it. We are saying that the record becomes the most important thing that you use at the time in the instructional situation. And if you go to a visual, it's not an aid. The visual is the thing that is then being used for teaching and learning. And I think this is just a slightly different orientation to it. It's not revolutionary. It's what we've been saying in a mild form for a long time. But now people are becoming bold and courageous and saying, "Let's examine the total approach to instruction and teaching and learning, and put these things in where they belong so that they comprise a unit. And when we talk about educational facilities, we are also talking about unity, the plant, the human beings that are going to be in it, the conveniences that we need, the provisions for materials, and all of the other kinds of communications systems.

Very rapidly, because we had a slight change in plans, I am going to compress a three-hour presentation in just a few minutes, and if these slides appear to be moving, it is because we are going to have to make up a little time here.

You see, only technology can do this type of thing. The first few slides will deal with some predicted changes and some actual changes in school architecture. This illustration that you see here was used at a AASA convention put up by the Brunswick people as their idea of what a classroom of the future would look like. And I don't think they've gone far enough. Of course, they have carpets on the floors, and they do have an electronic center which you can't see in this illustration where the teacher can bring in all sorts of audio and visual and so forth. I think the important part here is not the presence of the gadgets so much but that anything that is being used by the teacher is installed in a form where it takes all of the labor out of it. So that if she is going to teach, she doesn't also have to

be a mechanic, necessarily. And if she has to arrange for visuals, it does not mean running down to the office or someplace else. So when we talk about the hardware here, we are saying, "What can we do to help the teacher do her job with less expenditure of energy for things other than teaching?"

This is part of a new school, an elementary school, and it shows some of the guidance and counseling suites. And they have a whole wing of these, an office for the counselor, and then a seminar-discussion-counseling room. I think they are beginning to recognize the increasing importance of having proper facilities to do a proper job.

This is a team teaching setup. And here you can see the dividing wall where in one of the rooms, you have a terrace seating arrangement and in the other you have a small stage. The dividing wall, of course, makes two rooms, and when you open it up, you have one large room. I think we are going to see a lot more of this kind of flexibility. Some schools have been built merely to make them seem modern, and sometimes we have a 1962 school that is perhaps 25 years old when it is built. I am not showing you these examples saying that they are ideal, but I think they do suggest some possibilities. Some may not be good ones, but I think you ought to review them.

Here is a mock-up that some of you have seen. These are learning rooms. That little triangular room is arranged so that you can have projection from a center place going in two directions.

Here is another similar approach to that. They are looking for divisible rooms, divisible auditoriums, convertible spaces. And here you can get all sorts of ideas if you followed the telemation project that you have here on campus, and we have some slides on that later. This perhaps could be a further development, and I'll tell you about that in a moment.

Now this, again, is an auditorium that can be broken down into several accommodating space sizes. And here is one where you have a whole series of small auditoriums and perhaps some of you will say, "Well, now, are we just going to teach with large groups?" I don't think this should lead to that conclusion at all. But, I don't think that we should also say that we are going to continue to teach always with this fixed ratio. And I think we are pretty much converted to the idea that instruction and ratios represent a flexible formula depending on what you're trying to do at a particular time.

This, of course, is the classroom and studio building that many of you saw in Miami. It is the laboratory school at the university there, and I think the interesting part is this projection pit that you see in the center. At the end of every classroom, there is a rear screen, and you can project from the pit through the screen into the classroom so that this whole complex can be serviced by this instruction area at this point.

Here is another elementary school that was built somewhat on that plan, although with some different features.

Now this is our new Chicago Teachers College in the north side of Chicago. It has just been opened since last fall and will accommodate about 2,000 students. There isn't a room with straight sides in the place. They all are six-sided. The architects, Perkins and Will, tell us that this breaks up a reflection and gives you better acoustics. We have the divisible walls, the seminar rooms. They double up in small modules from 15 to 30 and 60 and so forth. In the auditorium that seats about 650, you have the double screen, telemation device where the stage normally would be. This is all programmed to present materials such as you have on the campus in the auditorium in the education department here. They have conduit now in the auditorium so that when the next phase is installed, each chair such as where you are sitting now will have on the arm a responder with the four or five buttons, A, B, C, and D. As the teacher would present the lesson as I am doing now, at any given time, if he would flash a multiple-choice question on the screen, you would respond with whatever button you feel is appropriate, and the teacher at the podium could immediately read the meter and find that 45% of the class understood this by their first response and then he can shut off the mechanism and take off to reinforce a little bit. Or, to keep a little tab on what's going on with his group. And, also, this information would feed into a computer and also into a grading machine so that it would again take the labor out of this. You could actually record student achievement after each lesson which is something we don't ordinarily do right now.

I thought you'd be interested in this. We are trying some sprayed concrete structure for schools here in Chicago. I say here in Chicago, close to Chicago. One series of them looks like covered wagons parked right next to each other and each Canostota wagon is a classroom, but they are interconnected. And they're doing some interesting things in equipping them for learning. You won't believe this, but this is a dormitory that they're going to use at Harvard. And I think it is interesting to see that even the places where the students live are going to be much more attractive than they ever have been. And there is a lot of talk now, and some actual work going on, to equip even the dormitory facilities for better study. Many are trying now to put cables in there so that the students can actually, by random access, call up recordings that they would like to listen to, some tapings or recordings of previous lessons, the kinds of good music that they would like to hear, other instances of this.

If you haven't seen this, this is what we usually face when we need an audience today. But you know, it is surprising how many take this as being the truth. Now, I don't feel this at all. My feeling is that the technology does not become the master in this, but if we use it properly and learn from working with it, we can implement it so that we can certainly do a better job.

I put this slide in because it shows the beginning, or at least, one beginning, of this kind of package idea that we talked about. Now this is the SRA reading laboratry, and they have about 12 or 15 of them out now, a whole program in reading. They have one in spelling. If you go to the EDL material they have the science skills libraries. You can get all sorts of things in kits and packages now. This is not a new idea. We used it many, many years ago; it has been known under different names. But now this idea of putting the kits together has certainly taken hold. I understand that this represents about a third of the gross income of SRA, and it was just started a few years ago.

When we get into the area of reading, we found in one of our very fine high schools in Chicago that our students with great competence and great ability were not doing very well on college entrance tests, not because of lack of ability, but because they could not read rapidly enough and they could not comprehend well enough. And so they put in a whole reading laboratory with all of the equipment and all of the senior students taking this for a semester. And it's amazing the progress that they are making. Now, I don't think this is actually the place to do it. I think that they should learn how to read right at the beginning, and some of these devices can be used very, very low down in the grades. Now this accelerator, for instance, and this Craig Reader. Some of you may have seen this. It works with what looks like transparent rulers and you put them in, and you can use them for tachistiscopic practice to increase perception and retention, and you can use it as a controlled reader.

The perspectascope, of course, uses combinations of two films, and you can make almost any sort of presentation on the screen with it. All of these devices and more were in the laboratory. Now I am going through some of the teaching machines just quickly to show you what the hardware looks like because I think I have a gripe to make about hardware here. This is one of the early devices where they were trying to determine just something about this reward theory of learning. And, on this one, of course, the youngster got a marble everytime he got a right answer. And, later on, they discovered that there was enough satisfaction in knowing that you were right to be the reward itself in the reinforcement aspect of programmed learning.

Here, of course, is a non-verbal machine dealing with images. We think that there is a lot to be done in that area still. If we can get more non-verbal programming, we can do a lot to help this large group of youngsters who do not take up reading at the proper time. I think some of this could do some good. Of course, we are comparing here linear programming on the right and branching programming on the left, and I think this is merely a little bit of a hassel for time because so many new designs are coming up in programming. Now this Teamack device that you see here and a little bit better here shows the simplicity of programmed learning. We sometimes think, through all of the publicity that it has been given, that it is always necessary to have a machine in order to use the program. So far, as you study this report, the

occasional paper number three that Jim Finn has out, most of the programming is on paper sheets and in program text. Now maybe it is because of the complexity of going into machine programming. Maybe it is because of the expense at this point. But at least I think it gives evidence that you can do a lot with this without heavy investment in equipment and in hardware. In the same program, they put out a course in Spanish and a course in French, and you get a box full of tapes that are coordinated with it. But if this is to be an individual program, it means that every youngster is going to have a tape played back along with the Teamack itself and you begin to talk about a little bit of a capital investment. Now AFTA is trying to put out a machine that has the tape record directly in the machine, and when you come to something that requires correct pronunciation, you push the button, and you hear it on your head phones or on that little loud speaker. We think there is a place for the machines if you use them where it is appropriate. We think you should not overload with machines if the printed program can do as well. Here are some of those that come in boxes. You've heard a lot about these now. I was astounded to find that there are now hundreds of programs available, and I think all of you in this particular speciality have to be as critical of programs as you now are of standardized tests. There is a big move on foot now to say if there is a program offered, it should also identify how it has been organized, under what conditions it has been tested, with what groups, for what purposes, and so forth. And I think you are in a particularly good situation to ask questions of this kind.

Here is one of the units in modern math, and it points up another approach to programming. Some program a whole course or a whole year of work. Others will program modules, and I think both have merit if again, they are applied properly. It is also easy to revise a module and a little harder to revise an entire course, and sometimes they do this as an initial step before saying that the course is validated. You've seen this minmax machine and, of course, the Mark 1.5 which is an intermediate step between that early one and one that should be coming out in a week or so. We have been using these in about five of our schools: 3 high schools, 2 elementary schools. We have been comparing them with programs on the book and the same program in the machine. We have been comparing two competitors' programs for the same subjects, trying to get some evidence that would tend to at least lead us further in this field. We are trying to be a little open-minded on this, but we want to know what the directions are before we go in it too deeply. We have several hundred children involved in it at this point. We are getting some satisfactory results in some of the schools. Some are questionable. We are going into our second semester of this.

We are teaching statistics, algebra, geometry, fundamentals of arithmetic, spelling, and punctuation. One very important thing occurred in the spelling program which was designed for third or fourth grade. We are using it in one of our academic high schools where we have a high incidence of need for remediation in spelling. In another

elementary school, we are using the same program for second graders who are accelerated. I think the point to be made here is that if you get programs that are well made, if the vocabulary is proper, if the approach is good, it may tend to break down the gradelines that we have had with us so long because we know that youngsters do not operate as well in all areas of learning. Therefore, with programs, as part of the program of education itself, you can let them go ahead as far as they can in certain areas and let them take as much time as they will need in other areas. I think you heard this as a truism or at least, as one that we are trying to make appear so over and over again. But I think the big challenge is what are the designs, what are the contexts within which you use programmed learning? Some say you just give the program to the youngster and let him go ahead. Well, I think you ask the question, "Is he a self-directed learner? Can he really take this responsibility?" If he isn't, he is going to need a lot of help. Evidence has been coming in that youngsters at certain levels of learning do much better if the teacher is there and able to help. And I do not think anyone in his right mind would attempt to pit the teacher against the teaching machine because I do not think this is intended at all. I think, rather, if we find that the program can do certain things and that there are other things that the teacher as a human being can do, that is most important. Why burden her with some of the things that the machine can do? This has been argued over and over again. But you would not think of turning that grinder by hand to freeze ice cream as used to be done several generations ago when you can now just put it in the freezing compartment. Then, why should we think of doing some of these routines that can now be taken over by the machine itself?

I think this merely shows a more sophisticated machine that can give cues and give opportunities for a couple of tries at the same answer and keep records of incorrect answers and also keep marks on the questions that were missed so that they can be reviewed.

This is the atronics machine, and this is programmed with a book-type programming each page of which is printed on index cards; it is multiple choice in approach.

The autoscore machine is reminiscent of the old electrical board that you have used perhaps for many years. You have different sets of cards to hang up and try to identify so that the lights will light up if you get the right answer. This machine was a rear screen film projector that was adapted as a teaching machine by the insertion of a typewriter keyboard and a lot of electrical circuits. You can use it for spelling, for teaching square roots, for doing quite a number of other things.

This is the autotooter Mark II. This is their cheap model. This only cost $1,250. You remember the other one. It stood on the floor; it was for a single student, and I think it cost in excess of $5,500 a unit. This is programmed with microfilm. I do not think we should try to equate one machine against another machine because of price

but actually to determine what functions this can perform that the other one cannot. This is a fairly sophisticated machine and will do a lot of things. One of the things we are going to have to be concerned about in the near future is that if you do use programs to a large extent, are you going to build a storage room in every classroom about half again as large as the classroom because a year's programming on paper gets pretty thick and pretty bulky and pretty weighty. Therefore, there may be some reason to go toward film programming. We had a gentleman from IBM at a recent conference in Albuquerque who said that they had developed a process for imprinting images on film so that if you had a two-inch thick stack of film, five inches by five inches, you could record about a million pages of a book just in that physical space. There are great things to look forward to in the use of film and film recording.

This machine is used in a factory, Hughes Aircraft. Videosonic and Linton Industries have similar machines to this. It is programmed with two by two slides and also with a tape cartridge. We saw an interesting experiment with this. They pulled a young lady out of a stenographic pool, set her down to a machine similar to this in the SRA building in Chicago, and she was programmed on this machine through the head phones and by watching the screen, she put together a very complicated electronic assembly, checked it out on the ammeter, crimped the connections a little tighter when it didn't show the full swing on the needle. She did this without knowing exactly what she did at all. She just followed step by step the illustrations and the spoken directions. This is not education, but it is training in skill development. I think some applications of this could be used in the schools very well. For example, if you are instructing a youngster in the proper use of the microscope, it should not be necessary for the teacher to show which is the verneer and which is the coarse adjustment and which is the stage to hold the slide. You can do this very well on this kind of programming, and I think you could make it serve other purposes as well.

This is the educator's model of the same kind of thing.

This machine is programmed with 16 millimeter motion picture film. You can take current reels that you may have in your possession, cut them apart, and insert single slides. The machine is a multiple-choice device, and it will go right along with the visual and with the audio track and stop when you come to the inserted slide. The student must then press the lever that indicates his choice of right answer. The read-out sheet at the upper right keeps a running account of correct and incorrect responses.

This is a simulator used with a business machine feeding into a computer. They tell us that you have already had quite a bit on this. I will not dwell on it, except to say that we can get more realistic situations for training through the use of this. I think for guidance people, you would be interested in these next four slides.

This was at the Neiman Marcus store in Texas. Around last Christmas time, if a lady or gentleman shopper was not quite sure of what to get in terms of a gift for that special purpose he would fill out this blank that had all of the characteristics you see, either male or female on it. This would be punched up on the card punch, and then would be fed into the computer. Finally, the shopper would get a read-out which would give ten gift suggestions that would be appropriate for that particular person. Now isn't it a funny thing, though, that this should hit so close to home. We are putting in a total system of information recall of personal record data in our Chicago Board of Education. They tell us that we cannot necessarily diagnose but we can at least point the finger toward the situations that might show some need for guidance before these things actually erupt and happen. In Chicago, we are in our third year of this total information system. We already have the central office pretty well automated now. Not everything is in but the plans are going forward and we figure in about three and one-half or four years, we should have a system that will not only bring in raw data and send out processed data, but will take automated attendance, will make out the report card headings. We have had a feasibility study in this already. We find that just in taking daily attendance and making the summaries we can save one teacher hour per month; with 19,000 teachers, this represents a lot of time. It does not mean that we are going to hire fewer teachers, but we will give them a little more time to do some other things. When you get into total information systems, think of what you could do in terms of guidance if you had these kinds of facilities where you keep the data going in on days absent, days present, the kinds of courses taken previously, parental background, and all of this. When it happens that a youngster has a history of moving from school to school too frequently, or being out too much, or frequent illness, and when you begin to put all these things together, the machine says maybe you better look into this one. It may mean nothing, but at least you have taken out the suspect ones.

This is your IBM card with the aperture in it and the insert of microfilm. If we look a little bit toward the future, we can see what can be done, and it could be done now except for the costs. As we go into a library, for example, we take out the finder card in the card catalog. When we take this card out, at the same time we will take out the reference with this insert and merely put it up in the microcard reader. You can think in terms of personnel and student records in the same way, with much more convenient forms for this kind of thing.

This is the random-access 500 slide projector that Teleprompter puts out. By just pushing the right buttons you can bring up any one of those 500 slides in or out of order to show any kinds of images that you may have stored on these. If you were to image the use of these random access machines in terms of your own records, think of how simple it would be to bring up a record just at the touch of a button or to dial it up and have it come right up on a little screen in front of you, and not waste a lot of time going through files.

Or, use this for many other things. You may say that this is pretty expensive, and it is. But I think this is a look at the things that will come down in price in the very near future. For example, we never thought that we would be able to stack magnetic reels of tape and feed them into a device that looks something like our present-day phonograph, but here it is. They have conceived this one at the Armour Research Foundation at IIT. Zenith and some of the others are putting out similar devices.

This is the picture of your Telemation installation here at Wisconsin. I do not have one of ours yet at the Chicago Teachers College North, but this is again the use of cross-media. Teleprompter is also putting in Holiday Inn installations. This will be across the country. They will have the TV projector, the rear projector of the conventional kinds, and be able to tie in all of these Holiday Inns by coaxial cables. So if you want to hold this conference on a nationwide basis, you could go to the nearest Holiday Inn and see what is going on here. If you wanted to tune out, we would never know it unless, of course, they put in the extra circuits that would be necessary to determine it.

This is at Huntsville, Alabama, where they have the random access in the General's office. Whenever he wants to check up on any project to see what the progress is, it will actually come up on a visualized presentation with auditory track, and they keep it current and up to date. He has this rear screen projector right in the office. In visiting Teleprompter Corporation in New York, the president, Irving Conn, has one whole wall as a communications wall. He has the buttons on his desk, and if you push one button, two doors open and fall back into the wall. Then he has two dials, from zero to nine, which gives 99 choices on programming. One interesting thing that he showed me there was a presentation for a large department store. As you come into the store, you have several stations for customers. If you want to do just nominal shopping that does not require looking at the article, you can merely look at the directory, punch the button, and see all of the models of white shirts, for example, what they cost, the different features about them. If you like them, you merely insert your charge plate, and this is the order, and that is all you do. They tell us that very shortly you may be able to do this at home by television.

Of course the microphone I am using now is fixed, and I have to stay fairly close to it. This is a wireless mike that you see here, and you have the microphone down at this point and the battery pack that is a little bigger than a cigarette pack that you put in your pocket.

This is the new Vaga microphone and up here you have a high quality professional-type mike. In this area you have an FM transmitter and down here you have a mercury power cell, and that is all you need. The cord around the young lady's neck is the antenna. You can walk for a great distance from the receiver and still be picked up.

Another thing that it will do if you should happen to push this button, it can activate a control that is pretty far away, even half a block away, if it is properly hooked up, and it will start tape recording the conversation. If you push the button again, it will turn off. Maybe you can see some of these things as applications in your own line of work. We have had a lot about language laboratories, and I think the fact that they were funded under NDEA leads us to refer to them as language laboratories. But there is no reason to indicate such a limitation. Many have already gone in the other direction of using these for other kinds of learning, for learning laboratories. In the new learning center at Stevens College in Columbia Missouri they are thinking of this as an over-all kind of situation where you can bring in language instruction or speech correction or listening to good music or whatever you will. At the Chicago Teachers College North, they are putting in a Communications Center , and they are not going to have a language laboratory, but they have 200 study carrels spread around the school. They hope when the whole installation is in that any student can use a study carrel to dial up what he would like to listen to, or use it in any way for any kind of subject matter. This will be a communications center to distribute to rooms, to small spaces, to large spaces.

We were supposed to get into television, here. I know you have had a lot on it, and I will not hold you too long on this. I just wanted to show that TV is not something we think of as either closed-circuit or broadcast. My feeling is that television is going to be the workhorse of many of the kinds of things of integrated systems that we have been talking about. This one shows the intercom system in the school equipped with television. This is part of it, and why should you have six different contractors put in a bell system, a TV system, an intercom system, fire alarm system, that kind of thing? We have to think about integrated communication. If you can think also of the juke box that you are so familiar with you can see that we could put some units like that and hook them into the intercom system that you have in your schools. Instead of one channel for each juke box, maybe have three or five. Then think of what would happen in the classroom when the teacher wanted to dial up random access to listen to some selection that is recorded, or from a tape recording, or if you do it in the library, instead of checking out records and putting them physically on the turntable with the needle. But this means a total distribution system and it is not just hardware. It is for implementation and utilization to make learning more effective.

There are loud speakers. They said you just do not get good loud speaker distribution in most classrooms and places. This has a crossover network switch. You can get hi fidelity. You can use two of them for stereo if this would serve your purpose. They are beginning to get things in a convenient form.

I will end up with just this one and leave all of the rest for next year if you are still willing. This is the repromatic

development, and you can take this back unit and hook it onto any motion picture camera that you may have. As the film is being exposed, say that I were directing it at this audience here, in taking motion picture film it passes through the back unit and comes in contact with a viscous fabric tape so that by the time it threads its way through and is rewound, it is all fully developed and ready to project. I believe you can think of a lot of applications for this kind of thing.

We really haven't scratched the surface on this. I know that the charge has been made over and over again that there is too much hardware. These are gadgets, and we are concerned with the individual. But I do not think you can brush off the new technology. We are saying that everything is a gadget unless it is implemented properly, and anything that is used with validity becomes an integral part of your program.

Workshop Summaries

A. Workshop on Counselor Education[1]

Dr. Edward C. Roeber
General Chairman
University of Michigan

Dr. Daniel W. Fullmer
Chairman, Workshop on Graduate Education
Director, Portland Extension Center
Portland, Oregon

Dr. Dean Hummel
Chairman, Workshop on Continuing Education
The University of Ohio

At the outset, conference workshop groups concerned with using media in counselor education, both pre-professional and in-service, could be likened to voyagers who were not sure of their point of departure nor of their destination but who had been offered a possibly splendid conveyance for travel. This anomalous situation changed, however, when those in the workshop concerned with pre-professional education agreed on a statement of purpose and worked back from there to structure, and those concerned with in-service training examined major existing problems in guidance and counseling and went forth toward the goal of adapting media to their use.

In setting up structure for their group work, the committee on graduate counselor education divided into four sub-committees: a liaison group between the parent committee and the committee on in-service training; a group concerned with defining in more exact form the problems involved in the use of media; another to investigate areas of research which might be necessary regarding the use of media in counselor education; and, finally, a group to consider media techniques appropriate to counselor education.

The sub-committee on problems in counselor education, referred to as sub-committee II, in their report suggested nine major problem areas to be considered if media in pre-professional training for guidance and counseling are to be maximally effective:

1. What are the big problems in further improving communication between media personnel and counseling and guidance personnel? For example, are media persons aware of the needs of guidance and counseling, are guidance and counseling people aware of the contributions possible through various media, and what are the problems involved in gaining acceptance of and improved practice in media?

---

[1]See Appendix E for the list of Workshop Participants. See Appendix F for "Missions" of the Workshop.

2. How can personnel in guidance and counseling be kept abreast of current and emerging possibilities in media? Can adaptations be made of its use as practiced in other fields, i.e., medicine, for instance, and how can technological advancements in media be interpreted to guidance and counseling personnel?

3. How can media be employed to do better what we are now doing in counselor education? How can it, for instance, reach more students, be used in informational areas of guidance, in attitudinal areas, and in simulated experiences for both students and counselor educators? How can it be used in helping counselors to establish and maintain effective relationships? To bring contributions by leaders in counselor education to students?

4. How can media be employed to help solve problems of counselor education not now being met effectively? Specifically, how can media be used in predictions of student success in a wide variety of school and life situations? How can it be used to assist in up-dating counselor educators? Would a nation-wide closed circuit television network help in these tasks?

5. How can media be employed to encourage an optimal atmosphere in school and community for guidance and counseling?

6. How can media assist in maintaining effective relationships between counselor education programs and in-service programs?

7. How can media be employed to shorten the lag between research and practice in guidance and counseling?

8. How can media be used to evaluate counseling?

9. How can the best counseling practices and professional ethics be maintained in developing the use of media?

In amplification of the list, the sub-group pointed out that ethics previously defined for the counseling profession take on new coloration when new media are introduced; and ways to support them and to preserve the best counseling practices should be developed within the new framework. However, while it is necessary to protect certain basic and valued beliefs which could be dimmed through presentation by media, those in the counseling profession, it was agreed, must guard against over-zealous protection, based perhaps on their own insecurities. They must instead join whole-heartedly with those in media in working toward the maintenance of the highest ethics and the finest practices.

Sub-committee III focused, in their report, on the areas of counselor education, as defined by the American Personnel & Guidance Association Policy Statement, which could be presented through media, especially the area of developing understandings of administrative

relations. Through kinescopes, it was suggested, it might be possible to see some of the dimensions of administrative decisions. Kinescopes might, for instance, depict two administrators rendering different decisions--one appropriate, one inappropriate--in like situations; or, conversely, it might show Administrators A and B acting on similar decisions in unlike situations, with the inevitable proof that the decision was a good one in one situation but not in the other.

This train of thought led members of the sub-committee to raise questions relative to criteria for determining success as an administrator and as a counselor. Definitions stated in specific terms, it was decided, would make for easier communication between counselor educators, consultants, and media specialists in developing materials appropriate to objectives.

Two other areas for study and research were emphasized. The first related to quality training films in counselor education, especially of open-ended situations designed to permit empathizing and interaction of a group in the analysis of the situation and in the search for insight and meaning. The second concerned computers and the possibility of feeding data about students into the machine so that it would yield diagnostic reports or reports predicting students' strengths and weaknesses in relation to a particular vocational choice or also to his chances of succeeding at a given college. In elaborating on the latter possibility, it was proposed that prospective counselors and computers could be given the same data upon which to make predictions, with the purpose of not only discovering the degree of difference but also the reason for the difference. It was also suggested that the same program might be utilized in the development of the self-concept of prospective counselors by allowing computer and counselor to make predictions of behavior in a given situation which would be based on data concerning the counselor. Suggestions were made that this type of utilization of media might contribute to insights of counselor's perceptions and might also force counselors and educators to do those things which a machine can't do.

In addition to the two areas of study and research which were given emphasis, other suggested areas were the following:

Area	Suggested Media
A. Processes of education	
1. Administrative relations Relate media to illustrate applications of A.P.G.A. Code of ethics	Television--a reappraisal of televised cases from Harvard Business School on administration which appeared on CBS program, Omnibus.

2. Familiarity with classroom and broad educational practices	Films--a film on the history of the guidance and personnel movement. --Comparative education film focusing on welfare services to students in other lands or their "out of school" life.
B. Professional studies in counseling 1. Appraisal	Use of transparencies with overhead projector with overlays to show before and after profiles or group-attitude changes; before and after results from a measuring instrument.
2. Group procedures	Show history of a group--see Walter Lifton's new book. (A Japanese graduate student, for example, desired an audio-visual method for combating "leftism" in Japanese college students.)
3. Psychology and sociology of work	Films on perception-- "In the Eyes of the Beholder" "Scientists" "Academic Woman" Visual comparisons of stereotypes with actual people who work in these jobs. Bert Brecht's poems.
4. Personality growth and development	Media which provides therapy. Films like "Catcher in the Rye" Literature Media which develop awareness of the behavior of the operational self. Filmed interviews Tape on the constant interrupter to be heard by person who behaves in this fashion.
5. Career opportunities and planning	Prepared newspaper copy. 8 mm. films for digesting best information already available. Development of vocational kits-slides, record, workbook.

6. Testing procedures	Secure responses to visual rather than verbal presentations of test items. Use computer. Apply visual test to determine ability to recognize the real individual from his picture.
C. Supervised practice in counseling	
1. Laboratory experiences	Use of the language laboratories for tapes of lectures and discussions by "top talent."
2. Counseling practicum Working with other teachers, parents, and community as well as clients.	Training films, which a. Permit the learner to identify with characterized students and characterized counselors and observe outcomes. b. Block out sound to observe nonverbal communication.
D. Intra-institutional areas for cooperation and study	
1. Cooperation between counselor educators and faculty advisors in the use of media to communicate common information which advisor gave to each student individually	Use of tape or filmstrip to project 75% of information which must be given to each advisee, other 25% of information to be given in face-to-face contact.
2. Cooperation with residence hall counselors on use of media for personality growth on parts of students in social situations.	Films to enhance understanding of how people operate in groups, roles, dynamics of dyads, triads, etc.
3. Cooperation in how to communicate to large groups such information as administrative policies and knowledge about group democratic processes.	Visual materials Flyers Filmstrips Leadership training films.

Sub-committee III, in addition, suggested the following specific problems which might yield to research:

1. Determining critical incidents in a person's life that result in changes in attitude--an "about face"--and changes in behavior. Research in this instance could be considered from the viewpoint of self-development of the counselor or counseling relationship with

students; it would make a major contribution because knowledge about the "critical incidents" could supply guidelines for the use of media to modify behavior where this is desired by the individual, himself.

2. Evaluating studies of different media for performing defined educational tasks and also to determine whether media is actually appropriate for the task.

3. Determining teacher effectiveness in television with and without a studio audience.

4. Establishing interpersonal perceptions in the counseling situation between supervisor, counselor, trainee, and client.

5. Making comparative prediction studies based on counselors' predictions and machine predictions.

Sub-committee IV concluded that the most useful contribution which new media could make to counselor education are in the connotative areas of professional studies and supervised practice in counseling. In this connection, increasing study and use should be made of:

A. Live television, kinescope and videotape recordings, and motion pictures in the analysis of behavior and in providing insights about the processes of counseling.

B. Television and motion picture techniques in the creation of situational tests for counselor trainees.

C. Films that actively involve the audience and/or stimulate further reaction, e.g. interrupted presentation as in the bank teller training films and the open-end film from Ohio State University.

D. Films showing interpersonal reactions edited in such a way that significant behavior can be anticipated and emphasized by showing certain sections as a kind of preview to the entire presentation and through repetition of sections within the film itself. (Models might be found in the area of athletic films.)

E. Media and materials applications of other professional areas such as medicine.

In addition, it appeared desirable that ways be found to broaden and improve the use of existing instructional materials. Finally, the following three points were made:

1. That up-to-date, critical directories of instructional materials--which whenever possible should tie in with such directory projects as the Educational Media Directory of the Educational Media Council and McGraw-Hill and the directory of the

St. Louis Public Schools--should be prepared and distributed.

2. That ways to facilitate communication regarding the use of media be identified and implemented.

3. And that demonstrations of significant applications of new media, or of a potential application, in counselor education be presented at national, regional, state, and local levels for the purpose of stimulating interest and provoking furthe. experimention.

In elaboration of their conclusions, Group IV participants expressed concern regarding over-emphasis of counseling per se in the training of counselors and suggested that more emphasis be placed on relationships counselors establish with teachers, parents, and administrators. Here, too, the use of media in providing situational tests was regarded as helpful.

Several other points were discussed in a wrap-up session. It was pointed out that a gap exists between what those involved with continuing education of counselors on the job regard as important and those which pre-professional counselor educators see as basic. The committees decided that guidelines for counselor behavior would serve a very real need. This conclusion resulted from discussion sparked by the statement by one participant that media cannot transcend the educator's abilities. The educator must know, he said, what attitudes and behavior should be instilled in the future counselor before he can make maximum use of media. As refutation, another participant proposed that the use of media might be an aid in the determination of desired counselor behavior.

Individual reactions to group discussion went further afield. A chairman reported specific impressions concerning the nature of personnel in the guidance movement--characteristics which seemed to surface under the pressure of being "needled" to react to change. "The most disturbing of these impressions," he said, "is the stark conservatism and almost dogmatic adherence to the status quo. Apparently this comes about, partly, because we select teachers to become counselors in the school only if they are able to support the status quo. In other words, they are the people who are the least threatening to the administration, to other teachers, to parents, and to youngsters alike. The profession, in my opinion, needs to take this seriously and consider the implications for instituting changes which should come and indeed are with us. I would refer them to Landsman's paper."

Another individual reaction came from a group member who agreed that the use of media in counselor training had value and who confessed to knowing students who would be interested in it, but who rebelled against the possibility of being forced, if he were a student, "to spend my time with situational tests."

He would begin with a clear formulation of counselors' goals and, working out from there, use as many resources available to him as possible with the important, to him, prescription that he have the freedom to use any or all to the extent that he sees fit. In other words, he would decry adopting a technique, because it had obvious merit, for the training of all counselors.

Two specific needs were offered by still another participant. Additional research is needed to see in what way specific media can offer new dimensions in counselor training, he believes, as, for example, to determine whether a video tape of the trainee will reinforce his awareness of the physical gestures and idiosyncratic behavior he exhibits in his counseling session with his clients. This member suggested, also, that it was clear that various media require technical know-how which is not typically part of the guidance counselor's skills and that there is no question of the need for more effective interdisciplinary planning so that guidance people can receive help from such experts as those in audio-visual aids.

As a final over-all goal, counselor education, it was decided, must reflect the content that counseling has in common with the general goals of education, particularly in the education for public responsibility through the social studies.

B. Workshop on Counseling[1]

Gail Farwell
General Chairman
University of Wisconsin

Walter Lifton
Chairman, Workshop on Emotional - Social
Science Research Associates

Elizabeth M. Drews
Chairman, Workshop on Education - Learning
Michigan State University

Martin Stamm
Chairman, Education - Careers
South Bend, Indiana Schools

The expressed hope by the chairman of one workshop group was implied in the discussions of all six: that in planning a working partnership between technological instructional materials and the processes of guidance and counseling, persons from both fields would remember theory but not forget practical classroom needs, would pursue further research but not ignore possible action now, would lay down guidelines but not establish those rigid standards which, once set, limit experimentation with new and different ways of using educational media.

On the face of it, the idea of using mass media as tools for guidance and counseling is simple enough. There are machines for keeping reocrds, for testing, for taping voices, and for filming action. One needs only the skill to use them. But to what purpose?

In workshop discussions, goals were recognized as the single most important concern--and not simply the goals of immediate counseling situations but the larger goals of education, itself. Where are we going? Why do we teach? What is the ideal educational product? These questions were voiced again and again, in a variety of ways.

An "organized, persistent curiosity" was selected as the desirable learning product (also a process); and a growth-oriented, free-decision-making individual with maximum autonomy--in contrast to the individual who presumably trods normal paths to an ultimate perfect adjustment to mass norms--was elected as the best educational product.

---

[1] See appendix E for the list of workshop participants.
See appendix F for "mission" of the workshop

The goals of our society and the role of the schools in mapping paths to their realization were also discussed. Are we satisfied with present societal trends? Is public education an instrument of the status quo or an instrument of change? The consensus was that the schools are the instruments of change. If society is to be left in the hands of the individual--the citizen-at-large--schools have the responsibility not only to reflect change but also to equip him to participate in change. And because change today is kaleidescopic and students' needs are myriad, the schools perforce must be flexible in the extreme and offer the widest range of learning opportunities.

The creative individual, described as the most desirable educational product, is also the most likely candidate for leadership in a democratic society, the citizen most concerned about the direction his society is taking.

Having arrived at these conclusions, workshop participants then became aware of certain doubts. How is it possible to map out specific educational opportunities, which action implies definite guidelines, boundaries, for the free, creative individual, the individual defined as the personality ideal, who is least burdened by the need to conform to the prevailing culture? If he is to remain undominated by his culture, what kinds of learning should his culture offer him? And will lack of domination mean maladjustment in the individual's relationship to society?

Again, a consensus was reached. Where there is understanding of the world and one's role in that world, adjustment is a by-product. Thus, understanding is the goal and adjustment a happy consequence. Further, the term adjustment, in the sense, does not infer the limited functions of a cog in a machine. It infers, instead, the wide range of action possible to the person who has achieved a good balance between his temperament and his abilities.

Students' ability to understand the processes of change must not be underestimated. That they may be prepared to shape their environment rather than be shaped by it and to bring order to fields within the democratic society where complexity and disorder now exist, the schools must not sugarcoat society's image nor present outdated or artificial concepts. But in presenting the derangement and ferment of our society today, education must also present examples of possible ways out, patterns of possible change, designs for organization that have worked for someone, some place, some time.

To picture the scope and trace the horizons of the modern world and contemporary thought is a big assignment for the classroom teacher. The use of media as an aid in this task, it was agreed, offers tremendous possibilities. It can introduce

experiences often unavailable in schools, push back classroom walls, enlarge the student's perception of his environment, and reinforce the components of learning. Conferees felt, however, that control in carrying out the assignment must not be left to technicians but rather to those who have a clear understanding of educational aims and processes. Technology, of itself, is amoral. Educators must insure that it be put to moral and thoughtful use. To this end, they must have knowledge of when and what and how individuals learn. Hence, before proposing specific developments in media, some agreement on what happens in the learning process is necessary.

In considering the learning process, individual differences--differences in ability, cognitive style, attitudes, values, and sex--were emphasized. There are as many ways of learning as there are people in the world. Learning can be approached and manifested intellectually, socially, and emotionally and educators must take care not to emphasize one at the expense of another nor to confuse one with another.

In one workshop group, the areas of difference of most concern were the differing intellectual and emotional needs of slow and superior students and of one sex as contrasted to the other. Superior students seem to delight in a mazimum of independence. They prefer a discussion of abstract concepts to one of a more concrete nature. Slow students on the other hand, are more dependent upon the guidance and approval of the teacher. They experience free discussion of abstract ideas not only as distasteful but sometimes as faintly alarming. Slow students, also, perceive more readily in terms of <u>feeling</u>, rather than of cognition, because of their social needs.

Differing approaches are often required to make learning meaningful for both boys and girls because of their differing needs. Some participants saw a need for more masculinity in elementary education. Others saw a need for new approaches in educating girls, because girls, fearful of being ostracized by society, tend to conform to an undesirable degree.

Social class differences were also mentioned. It was felt that the emphasis on middle class values and experiences in education today often makes school meaningless to underprivileged students, those who don't live in the big white house of the elementary reader, who don't have a dog named Spot, and who don't expect their daddy to come home tonight. The heterogeneous nature of the school population must be taken into account and a flexible structure--one that allows many different teaching methods and a variety of learning materials, including media, and learning opportunities, so that each student can learn according to his own unique, cognitive fashion--must be provided.

The need for more knowledge about differences, expecially sex differences, is great indeed. More of such knowledge exists than is generally recognized, but it is scattered and often in anecdotal form. It must be compiled, tested, and made available to all levels of educational endeavor. The concept of scientific research must be expanded and descriptive studies using the invaluable experience of teachers, counselors, and students given the same serious attention now accorded the carefully controlled study. These important information resources are today almost wholly neglected.

Workshop members made many suggestions for overcoming classroom difficulties posed by individual differences. Superior students can sometimes help in the instruction and development of slow students and different kinds of grouping and individualized instruction can be used in a heterogenous classroom. For example, the superior student can work on individually designed projects and free the teacher to work with the slow student who needs more personal attention. High school students have been successful in rewriting vocational materials and in leading discussions and there appears to be no reason why they could not program their own learning. All such measures would not only involve and stimulate students' interest in their own learning but would also improve communication among all those involved in education. A cooperative endeavor is clearly called for.

Having considered the goals of education and some of the processes and problems involved in realizing these goals, participants could then explore the specifics of the conference and discuss ways in which media could be most helpful in guidance and counseling. Media was defined as learning resources, perceptual stimuli, which initiate perception. The hope was voiced that educators would abandon the idea that media and audio-visual aids are inclusively synonomous terms. Media are not just movies! They include everything from a Brownie camera to the most complex teaching machine. They are available from many sources and in one or another of their many shapes and forms can be used in every school in the country, whether it be a one-room building in a remote, backwoods community or an ultra-modern, multi-million-dollar plant equipped for the installation of language laboratories, television sets, etc. The most urgent problem is simply to get media into classrooms.

Fear, especially when some technical knowledge is involved, and lack of imagination, often strongest among those who have been teaching--frequently only from textbooks--for many years, are probably the main obstacles. Many a teacher, confronted with electronics of varying complexity, has simply thrown up her hands in despair and wailed: "What shall I do with it?" Some teachers have been quite willing to use audio-visual aids when students operated the equipment; and academically slow

students have frequently proved able project assistants, delighted at the chance to offer their technical skill and to experience real success commensurate with their actual ability. Workshops, with teachers and students working together have been quite successful. In any ev ent, the entrance of technology into education does not mean that teachers must become technicians. It does mean that technicians must have knowledge of both subject matter and teaching.

The fear that, with increasing school populations, an increased use of teaching machines, language laboratories, and audio-visual aids will eliminate interpersonal relationships between students and teacher--an essential element in human learning--is often expressed. Of course, this is a possibility. But it need not be a reality. Educators can prevent it, both through the design of the media and through their use in the classroom. The personal element can be built in and communicated through media (e.g. autobiographical films) and all media can be used in conjunction with classroom discussion, books, and individual projects so that they become integral parts of a highly personalized learning procedure. In order to implement the use of media, it is incumbent upon those in the guidance field to help users explore, initially, what they are trying to achieve and then to help them select media and the ways to apply them which will most effectively achieve the educational objective.

Conference members offered many suggestions for overcoming fears generally. Media should be considered as enabling, not demanding, and teachers should be convinced of the potnetial of various aids and then left free to use the aids as they wish. Further, future teachers should be taught via media so that they will be more comfortable about integrating media into their own, future, classroom programs. Prospective teachers, also, should put in a year of internship in the schools, so that they may become acquainted with the wide range of presentation methods. Finally, teachers must be convinced that media will not replace them but instead will free them to become better teachers.

In and of themselves, media are unimportant. They have no inherent quality divorced from the setting in which they are applied. It is their effect upon others which is the primary consideration and this is determined by the use made of them and by the skill of the user.

The question at the moment is: What are the next best steps? The picture is far from complete. The goals have been stated; the variety of teachers, students, and media considered. The problem is to match them.

Undoubtedly, continuing research is an overriding need. Since learning seems to be related to the needs of the learner, for instance, research is needed to determine the effect in the learning process of specific media in developing appropriate emotional response. What types of subjects and settings should be used, for example, with culturally deprived students to increase their identification with a problem and, at the same time, avoid stereotyping? Would a film like

"Angry Boy" be useful to Negro groups or, perhaps, would more abstract forms better clear the hurdles of social and cultural heritage which can inhibit the usefulness of any medium?

Research is needed, also, to determine the most effective use of media, particularly films, in vocational counseling. A specific need exists, according to members of one workshop group, for ways to develop healthier attitudes toward occupations which do not require a college education and to empahsize the dignity of various such occupations, regardless of training or education required.

Research is needed, as well, in media which would provide the essence of the feeling for, specific occupations. Frequently, it was said, occupational descriptions and films presently in use emphasize economic aspects to the detriment of psychological; and students cannot taste or sense what it is like to be a doctor, for instance, or a teacher, or a physicist.

Finally, research would be helpful in those areas where repetitive procedures, as, for example, test interpretations, are used by counselors. If such procedures could be programmed, counselors could make better use of their time.

In each of the above listed areas and, undoubtedly, in others, criteria should be established as guidelines for media producers. Conceivably, the American Personnel and Guidance Association might review films, much as does the U. S. Public Health Service in its own field. Audio-visual laboratories might be established in schools. All guidelines shouls aim at contributing to individual and personal development as the main objective.

Optimum use of research findings, however, rests on mutual understanding of perception. Those working in communication and the programming of learning must come to grips with the philosophy and psychology of education; they must consider ways to depict the whole wide range of ideas, from the abstract to the concrete. Educators must know who will perceive these ideas and how they will perceive them. A new kind of training and a new way of thinking about communication, both, are needed.

Generalized, but highly important, questions should be asked in arriving at this mutual understanding. For example:

1. How do different individuals perceive different forms of media and what is the difference in perception of an experience when it is communicated by means of different perceptual stimuli?

2. What are the effects of different perceptual stimuli apart from the ideas or concepts communicated?

3. What relationship does the knowledge of perceptual stimulus have to the goals of education?

4. Is there a methodology peculiar to the effectiveness of a particular stimulus?

5. What is the relationship between the stimulus and the environment in which it is presented?

6. Finally, can guidance people conceive of themselves as communicators?

These might be considered core questions, the questions which constitute a systematic approach to specific understandings. But any approach, it was re-emphasized, must be in the hands of educators and must be directed toward meeting teaching and learning needs. Teachers and students and media specialists might design media together--that all might learn. Also, in this way, the content of television which bears so little relationship to reality could be counteracted. Media need not be competitive and it need not be destructive. Hopefully, it can be the means of crystal clear communication in psychological and educational development.

As suggested by one of the conference's workshop groups, ideas for new media and their use in career planning and education might be categorized in terms of various educational levels, ranging from pre-school through the university. Suggested ideas, presented according to school level, include the following:

Pre-School and Elementary

1. In the early grades, teachers might take pictures for a period of one month, make up a brochure, and ask the children to make captions which would explain what took place in the classroom. Such pictures might also be made in the form of transparencies and, accompanied by a recording, explain various school activities.

2. Films could easily point up the problems of social relationships and the ways in which students differ. The films could then be viewed by both teachers and parents for greater understanding of social problems.

3. A computer could be used to make a graphic presentation to students and parents of the uses of the cumulative record.

4. Films could be developed for in-service training on how to help children following the use of a sociogram. Films could also demonstrate sociodrama and role playing as used in in-service training.

5. Job descriptions of thosejobs that fathers do might be written and related to the Dictionary of Occupational Titles as part

of a study of student attitude toward occupations. Results of the study could be compared with what parents think of the same occupations for further knowledge of similarities and differences between student and parental attitudes toward occupations generally.

6. Films could be used to teach some sociological aspects of sex education.

7. Films could be shown to a class at one level depicting curricular activities at the next. For example, curricular activity in the junior high school could be shown to classes in the elementary school so that they might be introduced to subjects and activities not yet experienced. This procedure could be duplicated preceding promotion to each of the various school levels. The films could also be available to parents.

Junior High School

1. The computer was proposed as a means of developing a prediction system on each student. This would give counselors more information in working and planning careers with students.

2. The library should house materials other than books, including, for instance, records for home-loan purposes. Schools could make up their own libraries of recordings at an estimated initial cost for a record-cutting machine of $400.

3. The general consensus was that a basic principle underlying elementary junior high school undertakings is that students must be aware of broadened opportunities before they reach the level where they must make choices.

Senior High School

1. It is important that career aids, such as filmstrips, tapes, slides, records, films, printed matter, etc., be placed where students congregate as well as in classrooms, libraries, and the guidance office.

2. New media should be used to help combat the rise in drop-outs. On the assumption that drop-outs are seldom good readers, comic books, with a suggested title "Stay in School," were proposed.

3. Films frequently do nct contain elements with which students can identify and to reach the potential drop-out identifiable characters must be included.

4. The use of data retrieval techniques for making educational and training opportunities available would be of value. This would enable the counselor to have various data at hand to disseminate to students and graduates.

University Level

1. The repetitive functions of the counselor should be studied and programmed.

2. Tapes, placed in the counselor's office for incidental learning, might prove more interesting than out-of-date magazines and offer incidental learning, as well.

3. Closed-circuit television might be used in dormitories to reach non-clients.

4. Centers for filmstrips and tapes could be housed in student cneters as well as in dormitories.

5. Records could be used on a load basis in dormitories.

6. Students could record their own material, which could then be used by other students as well.

7. Orientation materials could be published in booklet form for use throughout the semester rather than only during the first few days of orientation week.

8. The American Personnel & Guidance Association could establish a clearing house through which ideas could be channeled and cleared.

9. An agent similar to the county agent in agricultural services could be appointed to disseminate occupational and educational information and make direct contact with counselors and teachers.

10. Opportunities for people to assemble to exchange ideas, develop hypotheses, and promote research could be sent on to institutions of higher learning, where larger research projects could be carried out.

11. NDEA institutes could be used for developing materials such as resource units involving use of new media in school programs.

Some Reflections

Luther H. Evans
Director, Project on the Educational Implication of Automation
National Education Association

What I am about to say is neither a summary of the conference nor entirely a reaction to it. It is, instead, both reaction and observation. It is reflection--reflection growing out of this meeting but also stemming from my entire background. It may have a rigid and dictatorial form, but I do not mean it to sound that way. In making these statements, I speak only for myself.

We are in a period of very great change in the field of education. Many of the forces that have created this state of ferment come from outside education, but many of the people inside education are remarkably well prepared to move forward. In other words, the new forces--from outside--are helping to break an ice floe which has hardened over the years and which could not, unaided, break alone. Hence, it is a mistake to contend that today's educational change comes entirely from the outside and that those within education are ignoring opportunities for leadership in the accomplishment of great objectives. And I resent it when people say that certain vocal groups and individuals--Admiral Rickover, for instance--are reforming education. They are merely helping melt the ice so that educators, themselves, can make educational change. And I think that is the way it should be.

The outside forces are many and varied. There is the growing interdependence of the world. There is the increased complexity of things--the remaking of life by science and technology. There is the growing involvement of this country in the cold war. And then there is the great pressure of expanding population and the demand for broader support of education in order to pay the costs of increased enrollment. The cold war can be won by us only through high national production. And high national production can be achieved--and weapons and armies put in the field--only through the educational process. So that very national interest, itself, is one of the great forces demanding that education perform its historic job better.

I think a period such as this--a period of great ferment--inevitably is also a period of great imaginative effort, of experimentation, a time of inventiveness in method, in content, and in approaches, and a time of re-analysis of purpose. Such a period forces redoubled effort at communication. I am here talking about the whole broad field of communication. We have a tremendous increase in cross-cultural communication at the world level and we must have a tremendous increase in cross-disciplinary communication here at home. This conference represented that kind of effort to communicate, an effort by guidance counselors and by those in the audio-visual field, who know about the

contributions of the new media, to communicate with one another. I think we must thank the U. S. Office of Education and the people who administer the National Defense Education Act for their interest in sponsoring this meeting, as well as for their interest in supporting so many other activities today which contribute to inter-disciplinary communication. The U. S. Office should be commended also for its activities in communicating the results of experimentation. It does no good to experiment in educational psychology, for instance, if the teachers never hear the results.

I speak here partly from prejudice gained as a librarian, but I have worked also in the data processing field and in the field of information retrieval; and it is obvious to me that we are lagging in our professional obligation to communicate, in many instances, the results of research and experimentation to the very people whose work relates to it. We are tackling this problem in the NEA'S project on automation. There are many persons who will grasp answers from automation if you just pass on to them basic facts which automation people have. Teachers can sense the implications of automation if they are supplied with the facts. As it is, they seldom get the facts because somehow they're rarely given an opportunity to tune in on the right channels of communication. Providing such channels is one of our biggest tasks. I regard this conference as very successful in this connection, regardless of whether everyone got new ideas for reforming education or for adapting audio-visual techniques to the needs of the schools or even, specifically, to the needs of guidance and counseling.

Let me speak of things that came to my notice while I was here. I was glad to see, in some areas, a re-examination of goals. But here I must tell you that I--as an outsider--sense confusion. I hear people say that the goal of education is the maximum realization of an individual's potential but I just do not know what they mean. I have the potential of being a good cab driver, of being a researcher, or an administrator, or a diplomat. I have done some of these things. But what is my <u>maximum</u> potential? I cannot do all the things for which I may have potential. So the question becomes: What potential? Here, I think, we need examination and exploration. In this situation, I am afraid, many teachers and counselors are tempted to encourage students in developing the particular potential which corresponds to some preseumably available job opportunity, or the potential which has the fewest possibilities of resulting in friction in society, in non-adjustment to the herd.

Another thing that I have noticed here is that counselors--and I may be speaking out of ignorance--seem too directly oriented to psychiatry. I think sometimes that they play Freud more often than they assume their own role--of facilitating the educational development of their students. If I'm off base here, someone should call me out. But, first, let me say a few other things. I believe that in general we take too narrow a view of the counseling role. Some have described it as service--the kind of thing that, if it were performed in a garage, would take care of malfunctioning spark plugs. I regard counsel

ing, from what I have learned about it in the last few months, not as just a service but as a top-level function in making school policy--in deciding what the school is all about, what the curriculum should be, what the teaching methods should be, even what the buildings are like. I believe that the counselor cannot escape from this policy-making role. He does not, of course, replace the school superintendent. But he acts in an advisory capacity. He must be a counselor to the administration as well as to the students.

Some counselors may be fearful of such a role because they are afraid that to play it might be misunderstood. I think it is as important for them to lose their own fears as it is to help students lose theirs. I would like to see and hear more theoretical discussion of just how their role as policy-makers should be developed and performed. Obviously, the counselor knows as much as anyone, and perhaps more, whether a curriculum actually fits the learning process in any given situation.

I want to switch now to another channel of thought. I believe everyone at this conference agrees that the new media have a real role to make but we need further exploration to understand exactly what that role should be. This forces us to turn to studies of the learning process. We need further research in this area. We are running into problems related to the learning process in our automation project and it is quite clear that a great deal more adult education--in fact re-education, all through life--will be needed to adjust to technology, to changing job demands. Quite early in our work on the project, we identified the learning process as a subject on which we must hold a symposium, to find out what is known today. Then, based on the data developed by the symposium, we hope to have joint panel meetings with professional people representing the appropriate organizations to relate the data to action programs. We have identified adult learning as one of our problems but, I think, learning in general will be considered in these undertakings. In another symposium this year, we want to explore motivation in learning. Obviously, motivation with adults is a more serious problem than it is with children--at least in first exposing them to learning. After the initial push, it may be no different than it is with children, but we can't be sure.

Audio-visuals and other media have too often been shunted off to a side track. The teachers have not been greatly interested in these things, and know very little about them except that they threaten, if not displacement, at least an enforced change in accepted ways. The new media cannot make their maximum contribution to education until teachers understand that: (1) their--the teachers'--use will not be lessened; (2) the new tools have a contribution to make and administrators and school boards will inevitably discover what it is; and (3) the teachers, themselves, will be chief decision-makers in the use of new components. How this will all happen, I do not know, but I believe the way to begin is to get these convictions across to the people concerned.

It was pointed out, in my introduction, that my doctorate was in political science, and I am going to talk for a moment as a political scientist. If I were to embark on a practical action program for the best use of the new media in education, this is what I would do: I would convince the people at the teacher training institutions that the facts about media and guidance--especially the proper combination of the two--should be known by all their teachers, particularly by the teachers of guidance counselors. I would try to convince also the school administrators and school board members of the need to progress in this field. These two groups represent our real source of power in making change--and the art of politics is manipulating people to secure change.

Now, I am not complaining about the teachers; I am complaining about the way things are. I do not blame a teacher in the least for saying: "I cannot waste time with these things; I have more work than I can do now, and I don't understand how to operate them. I don't know what they can do; I don't know whether the material for their use is good. We have screening and testing of textbooks, so that I can have some reliance on them, but I know nothing about this listing of films and filmstrips. I don't know whether they're any good or not."

I would act exactly like that. And the only way to overcome such a reaction is to interest teachers in experimentation and give them some control, some sense of mastery over the situation.

But you, as leaders, must do something more. You must set up standards. By standards, I do not mean requirements so rigid that one cannot experiment nor do I mean standards that will not permit flexibility in content. I mean standards of efficiency and utility, of appropriateness in doing the jobs that need to be done. One medium is good for one task; another is good for another; and a package of various media--old and new--for still a third. Teleprompter is valuable in one situation, movies in another, television in still another. There must be more attention given to the development of systems. Let us have descriptions of situations in which this kind of medium--or that--is the most efficient. We need quality controls and technical standards to get quality.

I was excited yesterday about the integrated system presented to us by Mr. Lewis of Chicago. I think he made a presentation of a very advanced conception, for which most schools are not ready yet, and I would ask school systems not to jump in on this until they are convinced that the various elements are understood, that the initial costs have been measured, and that the follow-through costs and possible savings of the future are realistically estimated. I have been thinking what it would cost to have the data on tape on all of these children, from the time they enter kindergarten until they finish college. Who is going to pay for all the cost of all this record-keeping? I am not objecting to the idea, since I think the computer can perform a valid role in developing a profile of the student and thus aiding the counselor. But I am being practical, which is the only safe course for the person with a new idea.

I am not going to comment extensively on the various kinds of media because I think you have already made up your minds to study them further. I would say that I see an important task in the sound-recording of counseling interviews and the possibility of re-running it for a deeper analysis of what is going on because one hearing is frequently not enough. I have had occasion sometimes to go through a recording once or twice in addition to hearing the proceedings originally, and I always get something new out of it. Hence, I think that tape recordings, and in some cases, movies, for purposes of analysis of the material itself, by a counselor, have great value. I like the idea of filming the counselor, himself, in action without his being able to see it, so others may study the presentation and evaluate his methods. I think perhaps school superintendents or principals ought to watch films of their counselors at work and then give the counselors some counseling as to how better to perform.

I have had the idea for a long time that there is much material in a photograph or a movie that the teacher does not react to because it is taken for granted. But the same material makes a great impression on the child. This is demonstrated particularly in a cross-cultural situation, as it was, for instance, when the Soviets showed a film on the oppression of the American worker by the capitalists the Russians had to shut the movie down because it showed workers going to work with big lunches, in automobiles, from nice little bungalows. The Russian viewers saw only the wonderful standard of living these American workers had. It was like some of the accounts here of what happened when "The Angry Boy" was shown to people of a much lower social level than the upper-middle class which the film portrays. It seems to me that in audio-visuals we must delete as much as possible of such distracting elements when we are sure of the point we want to put across. To this end, I believe we should study further the possibilities of cartoons rather than photographs to avoid the tangential things that kids notice and focus on the theme. This is why a talented actor submerges his own personality in a role and adopts the personality of the role. If someone playing Hamlet wears a red bow tie, the audience will pay little attention to the play, but concentrate instead on the red bow tie. Sometimes we do things in films, TV, etc., that are just as distracting as that. I think this is very important. From one point of view, it may introduce something unintended which fills in a child's understanding, particularly if he is an underprivileged child, but very often this incidental material is so much in conflict with the child's own background that it blocks the intended message.

I would like to make one remark about programmed learning: I do not think teaching machines have much of a future, but I think programmed learning does. I think programmed learning has a great psychological advantage over the teacher-student relationship, an important advantage which is not sufficiently recognized. A child, despite our talk about inter-personal relationships, in trying to grasp an idea is frequently hampered by the atmosphere of the classroom. Programmed learning deals with this problem in an effective way. It allows the student to go at his own pace. He does not have to get up in front of the class and admit

that he is slow. He can be slow and not suffer from it. And being free of embarrassment, out from under the pressure to keep up, he is free to concentrate on the material. Say all you want to about the primary processes, say all you want to about emotional adjustment, interpersonal relations, etc.; the thing that should happen in schools is for kids to develop their minds, to expand their capacities, mentally and physically.

Mr. Chairman, I have little more to say. I believe you gathered here should try to create a better, more consistent, and well-rounded image of what your role is, and I insist that the role includes decisions for improving teaching process, the curriculum, the design of the buildings, the use of media--decisions not made in the administrative sense but in an advisory capacity. This means that administrative arrangements must then be made so that you can act upon the decisions at the right point, and this is the responsibility of the top administrator of the school system in each case. I think, of course, there should be other means in which this can be done, such as through your associational structures and through arrangements for the crossing over from one associational structure to another. I see no reason why this group eventually should not have a joint session, or at least a panel or a joint conference, with the American Association of School Administrators, with the Elementary School Principals, the Secondary School Principals, the Department of Classroom Teachers, the Association of Chief State School Officers, etc. There must be a crossing of the various associational lines, as well as cooperation with the administrative levels of a school system. There must be advice at the state level to the Superintendents of Education. My first point then is that counselors have duty to define their role in more ambitious terms and to work out ways of actualizing that role.

My second point is there must be better communication of research findings. Our communication within groups is effective but communication by one group with other groups, to report progress in research, to report what is happening in various areas, must flow out in cross channels.

One of your great objectives is expanded research, and I agree with Maslow that we do not have to go to a graduate school or a great research library, or have a Ford Foundation grant, to conduct research. Research can be done in any classroom. We need more a sense of how generalizations can be made from a slice of experience, how lessons can be drawn from a situation. A lot of people can generalize, can draw conclusions, but they do not communicate them adequately. An important part of the task is to write down what has been learned, even a paragraph, and get it into the right channels of communication.

As I said in the beginning, education in this country is in a period of greatest ferments. The prospects for progress are exceedingly hopeful. The ice is melting--but it could freeze again soon.

Chapter IV
OUTCOMES OF THE CONFERENCE

Application of This Conference to a School System

Representatives of Bucks County, Pennsylvania

Moderator: Carl McDaniels
APGA

Chairman: Everett McDonald
Superintendent of Schools
Centennial Joint School
Johnsville, Pennsylvania

Comments of Henry Ray
Assistant Superintendent
Bucks County Public Schools

I have been trying to find adjectives to apply to the group here which I feel is largely members of APGA and people who are in guidance and counseling. I didn't get very far because I find it difficult to write down notes on which I would like to say and to listen to what people are saying at the same time.

But I did come up with a few things. I have written top on my list that they are serious-minded people; they are very intelligent; they are forward-looking people who have great impact on the educational process. I put down that they are almost normal, feeling that you people are probably a little bit above the norm, and that you have a special language. I have been impressed. I belong to three departments of the NEA. I try to go to all three conventions, Audio-Visual, the Art Education Group, and ASCD, and as I go to them I find certain variances in language patterns, or in communications that they attempt to give, and yet everybody is trying to say pretty much the same thing. It disturbs me that they cannot get together a little more and pool their resources because I think, as I have expressed to the group that I have met with, that the art educator has a great deal to contribute in the field that we are thinking about here.

I specialize in audio-visual things because as a teacher I found it difficult to make education meaningful to children without it. I drifted toward making the experiences more concrete. I feel that media will have a real impact upon in-service education of teachers. I think new patterns of education should get involved here.

We have what we call a study council in our County which involves a great many teachers and the development of curricular materials, guides to teaching, etc. I realize, as I probably never might have realized, if I hadn't had the opportunity to come here, that we have to begin thinking of some of the new things that are happening. I mean it isn't something that's way out, but it's something that is here with us and developing very, very rapidly.

So I feel that maybe we ought to get a few teachers interested in trying to program some instructions, say, in the fourth grade. I feel very seriously that in some of our curriculum areas the teachers could begin to look at this type of instruction. I feel, then, that they might be free if we can get them looking at curriculum a little differently to do something about the other problems that we have been involved in. I happened to have been appointed last week to a state committee to start work on writing a teaching guide for the humanities (Grades 1 to 12) for Pennsylvania. When I go to that meeting next month I am going to go to it with some different perceptions of what we ought to do than what I would have had had I not been here.

One thing for certain, I think that we should look at any course of study in terms of what are some of the things that might be applied to the growing TV media, some things that would fit TV without being a distortion. I was a little disturbed here the first night that they showed the Robert Flaherty movie on TV. It is a misuse of TV to show a movie rather than on the motion picture projector. I think that you lose about 90% of the impact of Flaherty's film when you see it on TV as contrasted with when we see it on the screen up here.

I am interested in the proper use of media. I am not opposed to seeing it on TV if you have no other means, but in a Center like this I am sure we could have seen it with a motion picture projector. This is not a serious criticism, but merely an observation.

In all our curriculum writings, I think, we should have in the back of our mind that education is becoming something besides a traditional textbook and that we should try to shape some of our things so that we don't perpetuate the old patterns which we tend to do by continually maintaining the old status quo as far as styling is concerned. I think that we might do something there.

There are so many things that have happened that I feel that I went through a re-education process here myself...a fantastic re-education in a very short time. I even got to know some of the people on our own county group much better than I had. It really has been a terrific privilege to be at this Conference.

Comments of Harold Hunsberger
School Director
Perkasie Borough Schools
Perkasie, Pennsylvania

With your permission I would like to read a very brief poem which I consider rather classic as far as the feelings of the Board members are concerned, and this very poem could well preclude my brief remarks. It's titled "Fear Not":

Fear not, good friends, the burning pain from me will thrust the steel,

Fear not the madness of the moon--it is pathetic, but unreal,

Great new disease that wastes the flesh to parts emaciation,

For you've withstood a damn sight more on the Board of Education.

As our moderator has stated, the Board members are usually considered hard-headed, ignorant, obstinate, etc., etc.

I don't want to defend our position at this point nor attempt to change the corporate image. I would merely like to say that my impressions of this Conference are that we certainly have a dedicated group of persons who are working toward improving the curriculum toward improving our educational comcepts, and tha apparently the tools are available and that if we will but take hold of them and use them I feel that there is a lot that we can gain from this particular Conference.

What we do with them after we have them is very important. I know that the administrators here know my feeling that many times the Board is told that wehave to have..we have to have...we have to have too often. It's because Professor So-And-So has it, or someone else has it, and actually we question the need because it's just a matter of keeping up with the Joneses, and too often we are disappointed to find that the aids which we have provided are at a later date setting on the shelf and are not being used. Now I hope that this is just on rare occations, that perhaps there is some real reason for it.

We like to feel that we will do whatever we can to implement the work of the counselor--of all the teachers within the system.

I am very happy to have been able to attend this and to sit with you and to hear these fine speeches. Some of them have been out and over my head, but nevertheless, I have attempted to absorb whatever I could absorb and I am thoroughly saturated at this point.

Comments of Melvin G. Mack
Regional Superintendent
Palisades Schools
Kintnersville, Pennsylvania

I've been impressed very much with the program here in that I have to work with 25 school directors, and I know that in the entire Bucks County we have 99 school directors. We have been trying to set up an area technical high school. I think one of the main jobs of a superintendent is to keep our boards informed and to do that, we have to

constantly use different means of getting our ends. We have tried to use audio-visual aids on school boards. The fact is Mr. Hunsberger was in one of the groups when we used media of this kind, and I think it was quite successful--that we are able to sell 99 school directors to buy an area technical high school.

I have gained a great deal from this Conference in that I am going to be able to work with my school boards a great deal better. I intend to use the 8 mm. motion picture camera to show our school board members what's going on in our school district. I intend to use the overhead projector more frequently, and also I think they need to hear some more tape recordings.

We sit in our board meetings too frequently and talk about money and problems that are not concerned with education, and if we don't keep our feet on the ground and keep talking education, no one else will.

So I think that has been one of the chief things I have gained from this Conference is to be able to communicate with my school board, and also, in turn, to communicate with the public. I write a superintendent's annual report and see that it gets distributed. But I don't think that I have done enough of carrying the Gospel to the service clubs, the PTAs, to all organizations in my community.

I would like to do this by use of media that I have seen here these last couple of days.

It has been a real pleasure to learn so much about the things that I am going to try to carry out during the next years when I go home.

Comments of George Taylor
Superintendent of Schools
Council Rocks School District
Newtown, Pennsylvania

This is a real tough assignment: to give in five minutes your impressions, the results, etc. of a conference such as this.

I think my impression here is one of depth. This is a little bit different from administrators' conferences. They are more of a conference in breadth--this is one of the reasons some of them have roamed a little far afield here.

I'll have to have a report when I go back, and the title of the report is going to be: "Out Where the New Begins." That happens to be this particular setting where you are today.

I'll give you my favorite note that I made--the one that I think stands out above all others, and this is it. I am not just sure at this point who made it, but the author certainly deserves a lot of credit.

The pace of modern society's changes is such that narrowly defined needs are quickly outmoded, and narrowly trained purposes turn obsolete with them. This, to me, has set the key, the theme, the whole spirit of the conference, and I think this sets the stage to where we are all at at the present time.

I think we're at the stage that we're going to have to demand that we really face up to our responsibilities and do something about it. If not, it will be done for us and to us.

Comments of John C. Burris
Elementary School Counselor
Neshaminy School District
Langhorn, Pennsylvania

I think we are rather short on time--I wondered how I could bring something together pretty quickly. I think this is part, however, why don't we try. Certainly we have seen some things here that are different from what we have been exposed to for a long time.

And I am just wondering, even in the next month when we get to our APGA Conference, will we have what we had: usually had 90% of the presentations verbal, panel presentations, or will we use other kinds of media?

I'll close with one other brief statement. Dr. Cruickshank, speaking of a blind child in whom he was quite interested, said that he wanted to see if he could have the child integrated into a regular first grade classroom, and he went to the teacher. He said to the teacher, "What are the things that you ask of first graders," and she told him. He said, "Well I think this little girl can do most of these things," and they went down the things that she could do. But then he also went over the one thing--this child was blind. The teacher began to panic because this was something she felt was impossible for her to handle. But she said, okay she would try.

About six weeks after the opening of school, Dr. Cruickshank came into the first grade room, and there was a lot of activity in the room. As he looked he saw the little blind girl literally lugging a little boy across the room, and he spoke to her and he said, "Hello, Mary. How are you?" And she said, "I'm showing him the way to the bathroom--he can never find his way."

This I think brings us again to this thing. We've seen so many things very traditionally, and here is a chance to look at something that is different. I can say that back in my own district I know there are going to be many people who will be very interested in knowing what some of the leadership is that we can give.

I've been concerned over one thing here. We who work in the elementary guidance field see so very strongly the place of the teacher in this. I think it's a little bit of a shame that maybe a couple of classroom teachers have not been involved with us in doing some of our talking here. I have said this many times for the national conferences as well as world, because teachers do play an important part in this role. I must also say that another thing that has come out of the Conference, which is going to pay off I hope back home, is that we've also had a chance to talk together about some things that we might be able to do with the idea of something in fourth grade and programming. I am already concerned about some things in kindergarten and first grade. These might be things we will want to talk about later.

Evaluation of the Conference

Evaluation was carried out through two processes: (1) filling out a questionnaire by each participant at the conclusion of the Conference, (2) reporting four and five months after the Conference of new activities that had been undertaken as a result of the Conference. The latter reporting is included in the next section, "Activities Resulting from Participation in the Conference." The former are reported here.

Conferees were asked three questions. The responses of all participants are listed under each of the questions.

I. Briefly list some of the major highlights or strengths of the conference as you see them.

1. The bringing together of various disciplines for a common purpose in a team approach project.
2. The ability of participants to integrate their different points of view toward the possible development or solution of problems growing out of the Conference--no vested interests pressures used.

1. Very fine thought-provoking speeches.
2. The organizational pattern of the Conference was superb.
3. The inter-disciplinary design of the workshop group.
4. The audacity to bring together two such diverse groups as A-V men and counselors.

It afforded an opportunity for professional guidance people to reach consensus on a number of issues pertaining to utilization of media. Most of the participants I talked with came away with a firm conviction that guidance should not be dominated by the technology of the media, that the uses of medium should be subordinated to needs and objectives of guidance, and that the new media provide no substitutes for comprehensive guidance programs.

The opportunity to share information; opinions and experiences with qualified people from a broad range of interests, skills and backgrounds. Small group work from which specific worthwhile results emerged. Size of large group was just right, too. Varied demonstrations. Most worthwhile experience in stimulating change on part of participants.

Strength of conference lay in workshop approach--interaction between guidance personnel and audio-visual specialists. Significant speeches and panel on Monday a.m. provided good stimulation. Excellent organization was apparent throughout the Conference - certainly made it easy for the participants.

A chance to really think in a permissive, relatively unstructured setting. The opportunity to learn about many media I had never heard about before. The chance to consider ways of changing current procedures.

Evaluation (continued)

1. Opportunity for persons responsible for different levels and positions to meet together and discuss problems of common interest.
2. Opportunity to observe many different educational media.
3. Having a small workshop running continually in which persons might be able to keep up with major highlights presented during the conference.
4. Opportunity to meet and discuss problems with persons from areas throughout the United States.

Background papers by Maslow and Drews. Their effect on the workshop was not perceptible, but they affected my thinking as much as anything else in the conference. Landsman's paper, although somewhat diffuse, was solid and important. The several demonstrations were useful reminders of the versatility of the media and our failure thus far to exploit them.

The variety of educational roles represented -- administrators, counselors, A-V specialists, etc. -- from all size districts and at all levels (elementary-college). I felt especially fortunate to be in the group which included Dr. Evans and Dr. Maslow.

Opportunity to exchange ideas with counselors and administrators about uses of the new media--two groups whom I generally meet only casually. Observe actual use made of new media by counselors, e.g., tape-recorded interviews of men on the job; video-tapes of counseling procedures, brought to conference by 2 participants. (Technically speaking, both were very poor).

Merging of the two groups - wonderful! Over-all format -- excellent. Interpretation of the broad media field - present and future - to orient guidance people. Planned use of media in general sessions. (More use of these should have been made in groups - a responsibility in which I failed.) Team approach from Bucks County.

Intensity and extent of interest of guidance people in the use of new media. The large number of good ideas and suggestions for using new media in various guidance activities. Most outstanding thing about the conference was that it was the best run conference I ever attended.

Several presentations on the media as they apply to guidance. Workshop sessions. Individual meetings with participants. Most important the conference gave me a fuller understanding of the guidance field, and I have already made contacts here at San Jose State to explore some new uses of TV and programmed instructions for in-service and parent education.

The chance to discuss guidance goals and new media with top-flight people at length. The chance to exchange ideas and values and understandings between guidance, media, and educational psychology and counseling psychology orientations.

An opportunity for media people to become more conversant with the scope of counseling. The opportunity for discussion. The opportunity for the media people and the counseling people to acquaint each other with mutual problems.

Evaluation (continued)

The key people who served as speakers and consultants. The multi-discipline approach. The very comfortable and attractive accommodations and facilities.

The paper by Landsman entitled, "Counseling for a New Age." It was interesting to see the many different types of learning aids that have been developed.

Business-like approach set the pace to accomplish desired results - one man said that he didn't have time to take the cap off the bottle. Keen insights developed as the result of having media men on the spot to give forth with ideas and assistance. It was just long enough to get the job done and not too long to wear people down. The varied program kept it interesting as well as productive.

1. Ted Landsman's paper
2. Presentation of developments in the new technologies relevant to educational media.
3. Sharing of experiences for utilizing the new media.

1. High quality personnel and excellent participation in work group sessions.
2. Variety of pertinent presentations and demonstrations.
3. Excellent organization of workshop geared to the major theme.

I think this was one of the finest conferences I have attended. I find it difficult to single out part for special concentrations. I do feel that the pre-Conference preparations, Drs Maslow and Drews' presentation the first night, and Dr. Evans' conclusion were unusually good. Also, I thoroughly appreciated the applications of the use of media rather than mere communications.

The general sessions were good, sufficient diversity but with a good focus for the conference. Participants presented a very valuable diversity of background and viewpoint.

The demonstrations of media.
Consideration of the philosophical aspects of the problem as well as the applied or practical.

Good selection of participants. Everyone on the committee of which I was a part made significant contributors. Wonderful idea to merge audio-visual and guidance people.

In general, the meetings were outstanding. However, I believe that there were several inappropriate uses of the media. They were contrived and poorly done. For example, the presentation concerning TV on the West Coast was poorly done. Many were excellent, Lee Campion's, Dr. Lewis', Ed Plant's. Organizational design was superb.

Opportunity to discuss problems with professional colleagues.

Evaluation (continued)

1. Forward thinking
2. Time to think and consider - on one subject
3. Some leaders in media could help - almost lead!
4. Did not concentrate on the trivia.
5. Excellent arrangements (comfort, etc.)

1. Most stimulating conference I have attended in a good many years!
2. The concrete materials and ideas for concrete action re use of media.
3. The stimulation of the total conference to my own free associations as to utilization of media in novel ways.

1. Availability of penetrating points of view regarding communication before the Conference.
2. Focus on communication itself - this made the techniques more meaningful.
3. Practical demonstrations by "media" men, e.g., Plant, Diamond, Beck, etc.
4. Planned "unstructuring" - freedom within a context
5. The organization (housing, meals, plane reservations)
6. Leadership of work group chairmen
7. Balanced representative work groups
8. Plenty of time for discussion
9. The Bucks County "Back Home Planning."

1. The presentation visually of the vast array of media now being developed in education.
2. The remarkable success of our discussion group. I have never been in a similar group--we felt free and were communicative with each other from the start. As the Conference progressed, we became more and more aware of an atmosphere which fostered creativity in the discussions.

1. High caliber of the persons invited to participate.
2. Concentration of effort on a particular singular problem.
3. Well-organized, well-run conference.

Dr. Maslow's Discussion
Dr. Evans' Discussion
Phil Lewis' Presentation

The concept behind the conference--bringing guidance and media together--was its main strength. From this has stemmed an enlarged perception of guidance and its role in the eyes of many persons significant to guidance. More significant perhaps, was the excellent presentation of new media in a setting which encouraged the crossfire of differing competencies, objectives, and concerns.

1. Major workshop sessions were excellent for exchange of new ideas, new media and identification of major issues to be worked on and solved.
2. Demonstrations were, in general, good.

Evaluation (continued)

1. The joint meeting of two different disciplines (audio-visual personnel and guidance personnel)
2. The well-organized four-day plans
3. The excellent speech with numerous visuals in auditorium
4. The complete harmony which prevailed throughout the conference
5. The excellent location for the conference

Organization by workshops and leadership therein
Demonstration sessions: Lee Campion, Phil Lewis, Monday evening presentations
Crossing of disciplines - guidance, audio-visual, psychology, education

Opportunity to learn first-hand of the new media projects in guidance from the people directly involved.
Extensive open-end work groups with the chance to know and think with many outstanding authorities

I feel that this was one of the most enlightening and significant conferences that I have ever attended. Too many times conferences and conventions are non-stimulating or so big as to be largely unwieldy. I was delighted with the conference from the very beginning 'til the last moment of the luncheon on Wednesday. As to major highlights, this is a difficult thing to appraise, since almost all of the conference was a highlight to me. I was particularly impressed by the first general session, though I thought that Carl Rogers did, by far, the best job of communicating. I was also impressed by Lee Campion's and Earl Koile's responses on Monday morning. Ted Landsman's paper was another high point of the conference as far as I was concerned, and the discussion between Baskin, Beck, and Bowman I found very stimulating. Of course, for comedy highlights, the Bucks County group couldn't be surpassed. The real strength of this conference, I felt, were the individual workshops, which were small enough, and apparently ideally matched and selected. My own particular group worked so well that they resented any interruptions. This, in large part, was due to the tremendous job that Walt Lifton did. I feel that this conference was, for me, a very real "peak" experience.

Acquaintance with some of the uses and limitations of the newer media. Opportunity to work together with this group of well-informed people from many areas in conceiving and formulating new ideas for use of media in guidance and counseling area. The suggestion of research projects and evaluation practices in the newer media area was also stimulating.

1. Merging of two areas of specialization
2. Outstanding efficiency of group leader, Dean Hummel in group dynamics
3. Size and organization of group appeared near perfect
4. Outstanding planning and attention to detail

I particularly appreciated the advance materials prepared by Dr. Maslow and Dr. Drews; this made it possible for me to prepare myself for the philosophy which was developed around the conference theme. A major strength was the utilization of such dynamic and capable people as

Mr. Ben Zeff, Dr. Elizabeth Drews, Mr. Edmund Plant, Dr. Walter Lifton, Dr. Merle Ohlson, and a host of others, as key speakers and discussion leaders. In addition, the availability of media materials for the conference and the opportunity to have field trips made this an unusually valuable and "well-packed" program.

Ted Landsman's paper, "The Facilitation of Individual Fulfillment", represented more careful thinking through some of the problems than most presentations. I especially like his "New Goals" in view of our Workshop Groups troubles with criteria. (objectives in counselor education)
Workshop on Graduate Education for Counselors was a fascinating study in group dynamics; as emotions ran high, group bungled in understanding its purpose, and finally experienced satisfaction in having worked through to achieve its mission as it understood it.

The manifest concern of all participants for the strengthening of the Guidance program.
The apparent complete mastery of their topics by the leading speakers.

1. Interchange of ideas, a real learning experience.
2. Possibilities of the media and very enlightening.
3. Need more interaction among various disciplines. We become too self-centered.
4. Fellowship was terrific. I would like to have stayed another week to continue the discussions, etc.

The work group in which I participated was the most stimulating experience of all. The opportunity to hear Rogers and Maslow was good; it would have been more meaningful had they been used without a chairman and the structure she tried to give and the movies she had made.

The workshop was the most interesting and satisfying part of the experience. In addition, the demonstrations were very interesting. The talks at dinner tended to enhance a spirit of group identification.

I would say that the variety of personnel and the opportunity to exchange ideas in the work groups were the outstanding features of the Conference.

In the first place, I was very impressed with the caliber of people brought together. It was an excellent group.

1. Speeches from some of the leading people in the field of media and guidance.
2. Excellent demonstrations
3. The excellent opportunity for the exchange of media through workshop sessions.
4. I would like personally to extend thanks to the staff of APGA who makes such an outstanding conference possible. I personally regard this conference as one of the outstanding conferences I have attended.

Evaluation (continued)

II. If APGA were to sponsor a similar conference in the future, what changes in the program would you recommend?

1. More representation from business and industry to really get closer to the users of their products.
2. Demonstrations of methods and utilization of materials with bona fide students on different educational levels for those in different levels to see the others'.
3. Some ways to share information of all groups at the conference.

Inclusion of selected school board members and school superintendents. (These people will provide the budget to implement the program). I, for one, feel that we have unintentionally worked around the school administration too often for our own professional good.

Would like opportunities to explore some of the demonstrations ideas in greater depth, though the breadth was good. Since the small groups were also diverse, more time might have been profitably spent in early phases of conference to react specifically to large group presentations before attacking specific task assigned workshop. More pictures and examples of new media we could take back and show colleagues.

Prerequisite for choice of speakers should be prospect of unique and original contributions. Original ideas, rather than mere activity, might be the criterion. Include some reactionary points of view--people who challenge the usefulness of the media. Less tightly scheduled array of meetings--more time and opportunity for informal discussions (The best sessions of the conference came in a hotel room late at night, at the breakfast table, and at such rare, non-scheduled interludes).

Conference tended to be a little too crowded. In future would recommend a few "key" talks and demonstrations, but allow more time for group work. Would have liked to have known what was going on in the other groups.

Less tightly scheduled. A chance to incorporate ideas expressed.

1. Conference was too tightly "scheduled." Need more time for free discussion between conference members.
2. More extensive use of key professional speakers (Rogers, Maslow, and Drews).

With the hindsight of this experience, I think I'd eliminate from future conferences all private enterpreneurs, possibly excepting those of proven capacity to sublimate their profit motives. They were the major obstacle to progress in the workshop discussions on careers and education.

1. Invite some classroom teachers.
2. Include some "free" time. I would have liked a little more time to talk informally with some of the other delegates.

1. The new media specialists should do more by way of actual demonstrations and involvement of the whole group. It is not enough, for example, to show slides of teaching machines, video-tape machines, computers, etc. The conference should begin with the participants actually writing a short program for programmed learning, actually video-taping a counseling session, etc.

An orientation session for media people to areas, problems (even vocabulary) of the guidance field.
Defining "new media".
More interpretation before the conference of group responsibilities.
Previewing and evaluating sessions with some of the existing media available in guidance field other than TV
At least one less planned session for "free lance", particularly opportunity for exchange.

Principal weakness of the discussions I heard was the lack of knowledge of guidance people as to the special characteristics of the various media such as motion pictures, filmstrips, tapes, teaching machines, etc. Weakest feature of the conference program was the lack of many really good demonstrations of the uses of these media for guidance purposes or any other. Would suggest more attention to this in future conferences.

1. First session as overview of both fields as to what is new, etc. This would, perhaps, give the participants a basic understanding of the other field from which to begin an application to his own work.
2. As much is accomplished in "bull" sessions, I felt it unfortunate that there was so little free time.

Slower pacing to provide time to think outside of meetings about what has happened within the meetings. This is most important between workshop sessions.

If the group involved were the same - or similar - I would suggest structuring the next conference around "next steps", providing as working papers, the summary of the Madison meetings. While discussion groups are necessary, sometimes groups digress when in a "free wheeling" situation. Perhaps some basic questions to be answered by the end of the conference would be useful.

A less tightly packed program - more time for informal discussion, more sessions where "brainstorming" or free association discussion might be possible.

It might be helpful to have some of the materials of the type that Campion showed available so that people attending the conference could actually have an opportunity to get a first-hand experience with them.

Possibly concentrate a little more on specifics, i.e., TV or tapes. It could be that a group could divide into interest sections and explore one area of choice in more detail.

I would recommend that much more structure be built into the conference in advance so that individual participants would have specific tasks assigned for which they had prepared before convening.

Less tight scheduling of program to permit small groups to meet informally for the purpose of discussing ideas related to topics of workshop.

Evaluation (continued)

It was exceptionally tight on schedule; a few "breathers" would have helped.

A little less crowded schedule. This one presented variety which helped break the steady pace, but a free hour after lunch on one or two days would have paid off, I think, even if it meant more evening hours.

The program appeared to serve the basic purposes of the conference. Repeatedly in our section questions, concerning research evidence on a particular consideration, were raised. A panel reporting research evidence as it affects the selection, utilization, and preparation of a.v.m. in guidance might be helpful.

More time for thinking--we were too busy!

I would make sure that the committee meetings were more effectively recorded, using the media. Perhaps a tape or photographic record in some depth for subsequent review and edition.

Conferences of this sort should be rare; the content problems are much more important than media problems.

1. Many people brought material with them to use which was not used. (Illus. - Dr. Fairchild).
2. Have men like Maslow and Rogers follow through more closely and reset us.
3. Screen media to be used for appropriateness.

1. A larger number of more focused work groups with leaders of each who are responsible for collecting illustrative materials of those who have made novel uses of media in a particular topic (e.g., in counseling--one group on occupational information, one on educational information, one on the counseling process, itself).
2. Invitation to any of present participants, who have made some new utilization of media as a result of the conference, to present same.
3. Perhaps another format would be to take settings (e.g., student personnel work in higher education, pupil personnel, etc.) and organize Conference around what communications go on which might lend themselves to new uses of these media.

Since the setting contributed so much to this Conference, I would think that another conference should also be placed in a spot where there are good examples of media use and facilities. In general, no changes. I have attended many conferences but none better than this one.

1. Schedule needs to be not so tight--no luncheon or dinner talks, no evening programs. Third day of the Conference showed the reaction of members to too tight a schedule.
2. Have available the equipment to be demonstrated - rather than having them shown by slides.
3. Attempt more concentrated concern for media in guidance--less with education generally.

Evaluation (continued)

1. More time for discussion
2. More time for informal meetings
3. There was too much to begin to digest it all.

Provision of unstructured blocks of time in which spontaneous groupings can take place. Values of meeting and talking with new people, exchanging and developing ideas often can be met more adequately in these groups. Felt time structure was a little tight in Madison.

Fewer demonstrations in a two-hour period
Some free time for participants to meet and talk about individual school problems
Careful selection of main speakers - those who know their field and can make a sincere contribution to the area.

1. Less general philosophical and guidance information by panelists and group members, with more emphasis on what has been or can be done in using newer educational media.
2. A brain-storming session with some small groups
3. Pre-conference explanation of what guidance is--to those not well acquainted with the field. (We had at least one in our group).
4. Verbal workshop summaries from each group at close of conference.

1. Sessions too crowded - relax pace a bit.
2. Have conferees do more homework before meetings. Have each submit broad outlines of own proposals for use of media in guidance.
3. Would have timed Maslow-Rogers session for Monday night to (1) provide more concrete "take-off," in first session -(using demonstration approach for kick-off session) (2) Enable Maslow and Rogers to set talks with framework of Sunday and Monday sessions.

Almost no changes. My only suggestion (though I hesitate to make it since everything we did was worthwhile) is that we might have used one breather period--just to relax and react informally in any setting or way to the thoughts and presentations.

I feel that the schedule was "too close". There should have been a little more "breathing space". Also, I feel that some of the portions of the program weren't as strong as others. Obviously, this is a matter of personal preference. The Guidance demonstrations Monday evening were far too close. This should have been a three-hour session. I think that this was one of the best conferences I have ever attended. It is difficult for me to find things to complain about or to recommend changes. I would have preferred to have seen more opportunity for the inter-action which I feel was the real high point of the conference.

Send more preliminary information to the media people describing the nature and work of the counselor so that they might more adequately understand the type of situations with which they were expected to provide help. Allow more time for people in the various groups to share points of view.

Evaluation (continued)

Presentations were good, but some could have been better organized and/or more effectively communicated.

I was so well satisfied with the conference that there is little that I could suggest. Many of us felt that there should definitely be follow-up meetings of some kind (maybe on a regional basis) and that each of us should be encouraged to perform "missionary" work in our areas of activity.

More use of media in every presentation.
A laboratory room where individuals could see films and listen to tapes or television that were of individual or small group interest.
Our group's experience in the workshop led me to believe that the recorder for the group should be next in competence to the chairman. The graduate student who served in this capacity was not able to make appropriate judgments as to what was significant in the remarks made in the informal discussion and this difficulty carried over into his reporting.

A bit more breathing room in the schedule. The pace did not permit time for reflection or proper digestion of the many thoughts projected.

1. Demonstrations of actual situations.(Yes, there were <u>some</u>, but showing how teacher, counselor, etc. use them.) Too much showing of "hardware" and selling.
2. Try out some of these techniques. More a learning and practicum conference rather than listening. Get before a camera, use a programmer, prepare a program.
3. A more flexible schedule - so we can think.

1. More sophisticated media people who were briefed to some key problems and issues in guidance and counseling.
2. A schedule that is not so full and tight.
3. A smaller conference focused on more creative approaches to learning and education. (A later conference to involve more people and to test out these ideas could serve the purpose of mass communication.) 4. Provisions for recording small group sessions and editing typescripts for possible use in publication.
5. Better planning and briefing of "headliners". (I got the impression that Carl Rogers was improperly briefed and improperly used for what he could contribute to such a conference.)

Greater initial structuring of the conference. The initial kick-off talks tended to focus more on clinical and psychological problems, than on the use of media. Some of the media people expressed frustration over the lack of opportunity to present their ideas and findings.

More general papers to stimulate ideas such as Landsman's paper. Fewer descriptive papers. More time devoted to the work group and perhaps some exchange of personnel between groups. A less rigid time schedule. Fourteen hours a day is <u>too</u> long.

Evaluation (continued)

I would eliminate the tour of the TV and radio studio. I feel that most, if not, all of the group had seen more elaborate TV facilities.
If it were possible, the conference could be held in an area where there would be available the many varieties of audio-visual facilities. I would have enjoyed knowing more about the equipment and what they will and will not do. I have quite a few unanswered questions about equipment.
It was a lot of work in a short time, but I'm sure we all would have trouble getting away much longer.

It would appear that conferences of this nature should certainly have a prayer of invocation before beginning.

III. What additional ideas, thoughts or projects (other than those noted in the meetings) concerning the use of new media in guidance would you like to see in a final report of the conference?

1. A library of new media maintained at APGA headquarters, the same as for printed materials.
2. Encourage research in all kinds of educational settings for the utilization of each of the commonly accepted new media.
3. Disseminate findings from research and from experiences to all guidance personnel. Many good things are going on that are not known widely. Communication in the professions needs to be studied and strengthened.

Controlled experimentation projects organized and directed by APGA or under the auspices of APGA. New and better ways of communicating the results of this conference (county agent plan as set up under Agriculture would be a suggestion).

A summary of studies from media area might be made available to APGA members. This would include techniques (effect of direct eye contact into camera, effectiveness of various styles of production), as well as an investigation of psychological effects of TV programs on children (which tends to be an important part of some children's environment). Allport's, Psychology of Radio, might be reviewed and updated to include television. This might help bridge the gap between media and psychology by examining it from a common view.

I wonder whether adequate attention was given to the potentialities of computer and data retrieval systems for school use? (I hope this will be incorporated in our committee report, but I found insufficient consideration of it - the general program). For example, what would it mean to the counselor to have each student's cumulative record processed so that all the data in it could be used maximally at short notice? What uses would counselors make of high-powered predictive indices, comprehensive follow-up of data, etc.?

Would recommend APGA committee on educational media with representatives from each of the divisions. Such committee could provide for continuing study of application of these media to guidance, as well as assisting the central office in collection and dissemination of information concerning such media.

Evaluation (continued)

That the media is just an extension of the personality and needs of the user.
That the media needs to be appropriate to the goal to be achieved.
That we need to spend more effort on considering ways of using media to free the individual rather than just as a transmission belt for data or information.
The need for feedback by the person effected by the media to insure both incorporation and the maintenance of the human factor needed in educative experiences.

1. A listing of commercial concerns having guidance material that may be used through new media.
2. The possibility of an additional meeting designed with the expressed purpose of developing evaluative materials to be used with guidance in the new media.
3. A listing of research studies throughout the country involving guidance and the new media with a brief summary of each program.

How about an APGA committee on "Guidance and the Utilization of New Educational Media" to keep a close watch on new technology, uncover good utilization practices, and encourage the spread of information on these through journal articles and convention programs. This committee might also maintain liaison with the professional organizations of the media men.

A review of research in progress in guidance and use of new media would have been helpful. Also, brief reports from guidance personnel who are using new media in their work.

1. Might have been helpful to have had a brief rundown of projects presently funded in guidance and counseling under Title VII, NDEA.
2. Might have had Robert Wagoner review activities of University Film Producers Association.
3. Better definition of role of counselor. Too many counselors seem to be preoccupied with treatment and therapy. In my opinion, if counselors can help to inspire people, a la Maslow, most treatment problems will be left behind.

Our report will contain the following suggestion; I note it here only for emphasis. To explore one area in any one part of the guidance program to:

1. see what does exist in the various media.
2. see what new approaches or media can be applied - and produce them with some creative and imaginative help (R. Wagner, Ohio State University)
3. demonstrate to guidance people their use - for herein lies their power.

This is a long-term project -- but necessary for worthwhile results.

Evaluation (continued)

Would suggest the need for a continuing committee or commission on the model of such projects as the Joint Task Force for Economic Education that would provide guidelines and suggestions about content for the guidance of commercial producers in these new media fields. As is natural, the attention of most people at the conference was largely focused on the production of materials in the new media by guidance people themselves, and on the use of new media in numerous experimental situations. This is all very good and necessary, of course, however no large body of materials in the new media is likely to become available for general use unless they are produced by commercial producers. Hence, it is quite essential for the commercial producers to be set a course that they can follow. This needs to be done by some authoritative group in the guidance field. The content of guidance is so fluid that it is unusually difficult for commercial producers to develop guidelines on their own.

1. Television as a means of standardizing testing within district or many districts.
2. If possible some actual applications of the ideas discussed, ideally under controlled and experimental conditions using several approaches to the same problem.

This conference had many implications for teacher education, especially concerning learning and the use of media.
I feel that the results of this conference will include far more influence than can be reported by it or is likely to be credited to it.

Considering the role of themedia people, I am wondering whether the inclusion of specifications for the ideal counseling set-up (i.e., space, arrangement, equipment, etc.) wouldn't be useful for all concerned with setting-up or recommending facilities in public schools, colleges, and universities.

Uses of new media in faculty in-service education activities for promoting insights and understanding and for fostering creative approach to problems and their solutions.

Our work group was quite inclusive and listed most of the ideas that all of us had. Since I do not know what will be included in the final conference report, I suggest that you use this as a guide for ideas.

It seems appropriate for APGA to set up a media committee to develop this area to the fullest in order to make such information and media available to APGA'ers. If this could be worked out for cost plus a percent for service, it seems that we will be moving in a positive direction.

Some exploration of the possibility of coordination by some central group for the huge amount of material coming out, i.e., types of machines and their purposes, library of films, strips, etc., - new ideas for uses.

Evaluation (continued)

A directory of organizations, publications, etc. in the media field should be helpful. There seemed to be a lack of knowledge about organizations - their publications and services - which should be helpful to the APGA membership.

Some may come; if so I shall write them to the central office later. I do want the group to know how very stimulating I felt the meetings were. I'm very appreciative that I was invited to attend.

It's all pretty much up in the air so we need to make a start some place. Perhaps some action groups could follow up and put some floor under some of these theoretical ideas, plans, etc.
I will appreciate summaries of the conference as I presume everyone will. This was a tremendous task very well done by Dr. Hitchcock and Carl McDaniels. Much was accomplished. The next step should be easier. Be sure the next step is taken. Let us now lose ground by stopping.
I'm guessing the weakest link in the thing is the contentment of counselor trainers on the college level. Some are outstanding; others are satisfied and behind by many years. They must lead!

Bibliography-type listing of tapes, filmstrips, programmed instruction materials, kinescopes, films by topic or with some annotation, i.e., those only applicable to the topics discussed at the conference.

Assistance in staffing and, if possible, financing of local conferences. We are beginning serious planning of a similar conference in Los Angeles County - probably the last week of August and would welcome advice by letter, phone, or in person.

Significance of the human interaction, in use of mechanical media--the man-to-machine interaction.
A very worthwhile experience--quite unique in its purpose and in its outcome!

Production of something in the new media (using also the old) for use by guidance personnel to communicate their role, objectives, competencies, needs, etc., to school boards, administrators, teachers, counselors themselves, community groups. Could demonstrate best practices and also be a "leader" into potentialities (and limitations) of the wedding of guidance and the complete spectrum of media.

More involvement and use of all media, not just TV and tapes.
In general, this was an excellent conference and most worthwhile.

Would it be possible to list all guidance projects and educational centers using TV, radio, telemation, and other educational media?

Overall, a fine and exciting conference. I'm sure it stirred many ideas. The pay-off will be in the degree to which it stimulates Title VIII proposals among APGA members, as I'm sure it will. The crossing of disciplines was an excellent idea. We need more of it!

Evaluation (continued)

Perhaps it should be emphasized that with the advent of new media and organizational plans as well as the break-down of the traditional self-contained classroom, there is an even greater need for counseling at the elementary level. Otherwise, who will know what's happening developmentally to the students?

I think that a masterful job was done of surveying the existing possibilities of media. The fact that I am not listing anything here, I think, is a testimonial to the excellent job that I feel was done. I think that a search for new concepts or projects will require the passage of time so that new projects and ideas and concepts can develop. At the same time, however, I think that, while we covered many of these points, I would like more opportunity to interact with these same people to a greater degree and to continue the development which I am sure this conference has inspired in many of us.

I would like some emphasis to be given to the development of a rationale or philosophy concerning the use of new media in guidance. I would like to see some rather firm suggestions of research projects that could be done come out of these group reports, such as the one proposed in the continuing education sub group. I would like to see more emphasis put on the development of creativity through newer media than was allowed in our sub-group meeting.
It would seem as though the conference proceeded from little or no structure to a structure which was almost too firm to permit creative endeavors. Certainly the type of people who were there were all capable of making very stimulating contributions.

Specific recommendations for action to relate the fields more effectively.

None that I can add because I felt that my own workshop group explored almost every avenue of importance. The final report stemming from these workshop recommendations should be very comprehensive.

I would like to see at the end of the report a list of the associations and foundations working in radio, television, and programmed learning and some of the aids they have produced which would help people who are developing materials. For example, I am interested in transparencies for the overhead projector, what have the companies who produce these projectors developed to aid educators? I should amend my first statement to include commercial enterprises.

1. Counseling via two-way T.V.
2. Programming personal problems
3. More realistic films and filmstrips. For example, show the seedy side of a university or a job, rather than the "sunshine and roses" sort of "stuff" we see.
4. In-service training via TV. I would like to try this in New Mexico. We would put on demonstrations via TV. Pre-conference notes sent to various schools and then they discuss the demonstrations. I think this has merit. Suggest superintendent in large school systems use TV for faculty meetings. Albany has done this. I enjoyed the workshop-conference more than the national conventions. I wish we could have shown a video-tape of one of my lessons. Thanks for inviting me.

Evaluation (continued)

In all, it was a good conference from my point of view and one that stimulated some ideas that I hope to try out in action.

There are activities going on in the country that involve the use of new media in counseling that were not represented, per ex.: Bill Gilbert at the University of Illinois is studying the use of automated instruction in counseling. The use of electronic data processing in guidance was hardly mentioned. Programmed learning was not aptly represented in terms of presentation time. Exhibitions would have been desirable.

I'm completely drained!

There is need for some type of movie thoroughly explaining what happens in the typical day of a counselor. This is needed for in-service of teachers, for explanations to parent groups and to administrators. The other things I feel sure will be brought out in the report.

From the discussions with participants in the various workshop sessions, it would appear that the majority of the ideas will be included in the final report.

Activities Resulting from Participation in the National Conference on Guidance and the Utilization of New Educational Media

The American Personnel and Guidance Association requested participants attending the National Conference on Guidance and the Utilization of New Educational Media to inform the Association of Activities developing from their participation in the Conference. The following summaries indicate a variety of ideas and activities resulting from this conference.

Bucks County, Pennsylvania

Immediately after the Madison Conference, Dr. Lucy Davis, Consultant in Guidance, Bucks County Board of Education; Dr. Everett McDonald, Superintendent of Schools, Johnsville, Pennsylvania; Dr. Henry Ray, Assistant Superintendent in Charge of Audio-Visual Aids, Bucks County Public Schools; Dr. George Raab, Superintendent, Bucks County Public Schools; along with Mr. Carl McDaniels, Director of Professional Activities of the American Personnel and Guidance Association, conferred on a further study of learning, teaching, and media. An organization, known as SYZYGY, developed from these meetings. Dr. Lucy David, Dr. Everett McDonald, and Dr. Henry Ray became Acting Directors; Mr. Carl McDaniels and Dr. George Raab served as Associate Directors. Other county guidance specialists and school administrators have been added to the organization.

The objectives of SYZYGY are (1) to study and understand all theories of learning, all philosophies of education, and all methods of teaching; (2) to coordinate all factors affecting learning in an effective manner; (3) to experiment with all factors affecting learning in actual classroom situations; (4) to seek the best answers to how children learn and how to direct their learning; and (5) to establish a guide for the improvement of learning and teaching.

To accomplish their objectives, members of SYZYGY visited the Educational Media Council, the Institute for Programmed Learning, the National Education Television and Radio Corporation, and the Grolier Society's Teaching Materials Institute in New York City. They consulted with Dr. Abraham H. Maslow of Brandeis University, Dr. Raymond Hummel of Harvard University, and Dr. John Brubacher of the University of Michigan.

Members of SYZYGY developed special programs for teachers, counselors, principals, and other educational groups within Bucks County. They gave presentations before educational groups in Pennsylvania, the International Reading Association in Miami, Florida, and the national convention of the American Personnel and Guidance Association in Boston, Massachusetts. The latest report on SYZYGY activities indicated plans for a presentation at the National Council for Social Studies, to be held in Los Angeles, California, November, 1963.

College Park, Maryland

Dr. Thomas M. Magoon, Professor of Psychology and Director of the Counseling Center, University of Maryland, adapted ideas from the national conference on guidance and media for his lectures on "Innovations in Counseling." He presented a paper on this subject at the American College Personnel Association meeting in Boston, April, 1963.

An example of innovation at the University of Maryland Counseling Center is described by Dr. Magoon.

> "...all students who had sought assistance of our educational skills program used to receive the benefits of a 15-20 minute intake interview with one of the staff. The interview was designed to provide information about the Reading and Study Skills Laboratory, answer questions frequently asked by students and to stress the role of motivation as a factor in improvement. At present we hold none of these interviews. Instead we have scripted a quite articulate presentation of this material and recorded it on a message repeater tape. The tape is mounted on a tape recorder with earphones in the reception room of the Counseling Center. The receptionist refers interested students directly to the recorder. The operation of the recorder is self-administrating.

Dr. Magoon is also developing tape recordings of occupational and educational information to be used by University students. Information on a particular occupation is summarized in a 5-10 minute tape recording, followed by an interview with a job holder in a particular field. Plans call for pressing taped information onto records for insertion into a juke box machine. The juke box would be located in the library, dormitory, student union or lounge with one or two sets of earphones so that the presentation will be available only to active listeners. A suggestion box and periodic readings from the machine's counter will provide means to evaluate the effectiveness of this service.

Gainesville, Florida

Dr. Ted Landsman, School of Education, University of Florida, developed a 120-minute video tape recording showing five senior counselors counseling a role-playing client. This tape was developed to show how experienced counselors use different techniques in dealing with the identical client in the identical situation. Dr. Landsman also reported plans for additional recordings for use in the education of counselors.

Los Angeles, California

Three months after his participation in the Madison Conference, Dr. Harry W. Smallenburg, Director, Division of Research and Guidance, Office of Los Angeles County Schools, initiated a conference to focus the attention of district guidance staff members on the potential and appropriate uses of educational media.

The Los Angeles Conference on Guidance and the Utilization of New Educational Media, June 24-27, 1962, presented the following program to approximately 50 district school administrators and guidance personnel:

1. General sessions at which authorities in the field of communications and communication media presented the latest developments.

2. Demonstrations of television, filmstrips, radio, tape recordings, teaching machines, and other media which have been adapted to counseling and guidance work.

3. Visits to installations of communication equipment at the Systems Development Corporation, the University of Southern California, and the University of California at Los Angeles.

Small discussion groups presented implications of the lectures, demonstrations, and tours for the local school situation.

Subsequent follow-up indicated that participants in the Los Angeles Conference not only applied knowledge gained from the conference to the particular school situation, but also volunteered to serve on these committees: (1) committee to review commercial films, filmstrips, and other audio-visual resources in the field of counseling and guidance, (2) committee to study ways in which district and county offices have utilized audio-visual methods in the field of guidance, (3) committee to prepare a filmstrip related to an important aspect of counseling and guidance, (4) committee to prepare a film or kinescope on an important aspect of counseling and guidance, and (5) committee to study ways in which data processing equipment can be used in counseling and guidance services.

Milledgeville, Georgia

Dr. Barbara Chandler, Dean of Students, the Woman's College of Georgia, reported that participation in the Conference on Guidance and New Educational Media at Madison enabled her to incorporate conference ideas into the Woman's College plan for a Laboratory School Learning Center.

Olympia, Washington

Dr. Mary Durning, Supervisor of Guidance Services, State Department of Public Instruction, sponsored two guidance workshops using simulated experiences demonstrated at the Madison Conference. She also reported exploring the use of television to disseminate information on colleges in the state of Washington, studying available films sources, and developing a bibliography for counselors. She served as guidance consultant to the IBM offices in the State of Washington and to state educational data processing personnel.

Pinellas County, Florida

Mr. Paul W. Fitzgerald, Coordinator of Guidance for Pinella County Schools reported, "A full day workshop was held in the fall of 1962 with the theme centering around ways in which audio-visual materials could best be used in the school guidance programs.... A library of tapes, records, and filmstrips, all relating to guidance has been collected in the county guidance office for use by the individual guidance departments."

San Francisco, California

In June, 1963, Guidance Reporter, the newsletter of the Northern California Guidance Association, reported on the Articulation Project at San Francisco's Visitation Valley Schools. "The idea for this project originated at the American Personnel and Guidance Association Conference on Communication Media sponsored by the U. S. Office of Education, March, 1962, at Madison, Wisconsin. James Hamrock, Principal of Luther Burbank Junior High School in San Francisco was one of the west coast representatives. In one of the workshop sessions which Mr. Hamrock attended, Dr. Ross Coxe of the NEA stated there was a great need for improved articulation among the school levels, K-12, throughout the nation." The articulation project, developed by Mr. Hamrock and Miss Diana Gordon, Counselor at Luther Burbank Junior High School, included one high school, one junior high school, and five elementary feeder schools; it is reported to be the first of its kind in operation in the United States.

San Mateo and San Jose, California

Conference participants Dr. Robert M. Diamond, Associate Professor of Education, San Jose State College and Mr. Calvert W. Bowman, Head of Guidance and Counseling, San Mateo High School cooperated with Dr. John Barr, Professor of Education, San Jose State College and Dr. Dale C. Burklund, Director of Secondary Guidance, Santa Clara County Office of Education, to develop a series of 12 half-hour telecasts on guidance. This series was designed to meet parental needs and questions concerning the individualization of the school program for each student.

Mr. Carl McDaniels, Associate Director of the American Personnel and Guidance Association, cooperated with the NEA Department of Audio-visual Instruction by assembling articles on media for the January, 1963 issue of Audiovisual Instruction. Under the general heading of "Tooling Up for a New Age in Counseling," this issue included articles by Miss Catherine Beachley, Dr. Robert Diamond, Dr. Elizabeth Drews, Mr. Robert T. Filip, and Dr. Ted Landsman--all participants in the American Personnel and Guidance Conference on Guidance and the Utilization of New Educational Media.

Guidelines for the Utilization and Production of Films and Filmstrips in Guidance

(Report of Committee on Standards for Films and Filmstrips in Guidance)

Richard Rundquist, Chairman
University of Kansas

I. General Background

This document is intended to suggest ways in which motion pictures and filmstrips may be used effectively in counseling and guidance. These suggestions will serve as guides not only to the utilization of existing motion pictures and filmstrips, but also to the production of motion pictures and filmstrips, but also to the production of motion pictures and filmstrips to meet future needs.

Motion pictures and filmstrips are only two among many types of learning resources which may be used in counseling and guidance and should not be considered as exclusive means for carrying information. Rather, motion pictures and filmstrips have unique functions to serve, and these functions will directly affect their utilization with learners. This premise about the unique functions of motion pictures and filmstrips may be understood better when viewed in relation to the role that other resources also assume in promoting learning. Before discussing this relationship, however, it is necessary to define a few terms used.

For the purposes of this paper, learning encompasses the broad sweep of changes which occur in learners--whether due to the activities of the teacher or due to the learner's response to his environment without the teacher. Learner in this paper means an individual counseled as well as the student in the classroom. The word teacher may be construed to be the counselor and/or the teacher in the classroom, depending upon the setting. Learning resources refers to all the materials and equipment (including motion pictures and filmstrips) which the teacher uses to promote learning.

The initiation and development of learning in its many forms is recognized as a major responsibility of the teacher and unquestionably is a complex task.

In somewhat simplified terms, when the teacher sets the stage for learning--or attempts to develop it through a variety of learning resources--that teacher is attempting to present experiences which will seem "real" to the learner. This is true whether the objective is to develop skills and understandings or to shape attitudes. In selecting resources and techniques, therefore, the teacher is expecting that the learner is assisted in perceiving the "reality" intended. Whether the learner really arrives at the proper perception and cognition, however, is dependent upon a number of factors.

Briefly stated, these factors are:

1. The role of the teacher in the communicative act.
2. The different qualities among learning resources which determine their individual abilities to depict "reality."
3. The differences among learners which will affect how they learn from given forms of "reality."
4. The appropriateness of given learning resources for presenting concepts and percepts, attitudes, and skills.
5. The teaching techniques determined by the inherent characteristics of the learning resource, by learner characteristics, and by the learning objective.
6. The effects of the physical surroundings upon the communicative act, i.e. the counselor's office, the hallway, the classroom.

Role of the Teacher in the Communicative Act:

Whatever the objective, the communicative act between the teacher and the learner should result in a perception and understanding of the reality intended. All the teacher can do, however, through his actions and use of appropriate learning resources and techniques is to set the stage for "learning." The actual learning is something which happens in the learner. The teacher, thus, must be considered to assume the vital and necessary role of an intermediary between the learner and his actual or vicarious surroundings. Selection and utilization of resources are perhaps among the teacher's most important and difficult tasks, since the "reality" to be transmitted comes in many forms--ranging from the actual reality which can be observed on location or brought into the classroom, to a completely abstract symbolization of that reality. To become sophisticated in selecting and using proper learning resources, the teacher must become conversant with inherent differences among resources.

Differences Among Learning Resources:

When one considers these differences, in a sense one is concerned with differences among perceptual stimuli, since they are the substances through which a learner must first perceive what is to be learned. While this document is concerned specifically with the use of motion pictures and filmstrips in guidance, it should be remembered that these two types of perceptual stimuli-with certain potentials and limitations--must be seen in comparison with other learning resources.

To classify characteristics of learning resources (objects, specimens, models, motion pictures, still pictures, graphic devices, recordings,

television and so forth) one may arrange them on a continuum which represents the relative concreteness or abstractness of the learning resources. For example, in teaching about a given occupation one must choose from among a variety of resources which could represent that occupation from the actual observation of a worker in the occupation to the symbols associated with and which have absolutely no physical similarity to the occupation itself. In practice, of course, one would expect to use the variety of resources necessary to provide the breadth and depth necessary for an accurate picture of the occupation.

To refine the concrete-to-abstract continuum further, one can group learning resources into three general categories. The first category--that which is the most concrete--would contain all those resources which are actual reality in themselves--such as a lump of coal, a religious mask from a given cultural group, a tool used in a given occupation. These are as close to the "reality" as possible since they are reality.

In the second category would be grouped all those learning resources--less concrete than the first which attempt to represent reality, but yet, which are limited to the capabilities of the resource used. A model which is constructed from synthetic materials to simulate reality by means of color, size, and shape is actually unreal. While the model may be a faithful reproduction of the reality it represents, it still is not reality and hence has the inherent limitation of being synthetic. For the learner, materials in this category are not reality in the true sense but are only representations. This requires the learner to supply the missing details of reality out of his own imagination and/or experience. A filmstrip, for example, may contain photographs, but these are only frozen, static representations of the content photographed originally, removed by time and space. These factors limit the ability of filmstrips to depict true reality. Motion pictures on the other hand seem more "real" than filmstrips because of the empathy evoked through motion sound and other filmic techniques. Motion pictures, however, are in the same general category as filmstrips because they are not reality but only "celluloid" representations.

The third general category in the continuum is characterized as an abstraction of reality. The word "counselor" itself is an abstraction, or generalization, of all counselors, and as the words "occupation" or "profession" look nothing like the occupation, so the word "counselor" gives no image of a flesh and blood counselor. In this category, one would place graphics since they are abstractions of reality. The attempt to depict reality through lines, and like the words on this paper, have no visual similarity to the reality they represent.

The implications of these three categories in broad outline are that learning resources (or perceptual stimuli) by their very natures are different and as such may be more or less apropos for a given learner who is attempting to perceive "reality." It becomes the role of the teacher, therefore, to become familiar with all types of resources, their potentials and limitations, in order to select the perceptual stimuli which will best

fit the abilities, background and needs of the learners. It also becomes the role of the teacher to record and analyze learner responses so that the most suitable learning resources may eventually be chosen.

The four factors which remain to be discussed as they affect the use of perceptual stimuli by the teacher, are (1) differences among learners, (2) differences among learning objectives, (3) the differences in methodology in using perceptual stimuli and (4) the differences in physical environments in which the communicative act occurs. It is not the purpose of this prefactory discussion to treat each in great detail, but rather simply to suggest a few more points which may lead the teacher to more sophisticated use of perceptual stimuli.

Individual Differences:

Much has been written about learner differences, but not a great deal relating to the relationships among learner differences and the use of learning resources. As learners are different--so learning resources are different. The basic problem, then is to discover which learning resource(s) is/are most apropos to given learner differences. Much remains to be proved concerning the relationship of given materials in meeting given individual differences. However, it is safe to say that learner differences which affect responses to learning resources are: age, sex, maturation, intelligence, socio-economic background, and attitudes. Since it is not the purpose of this document to expand upon these points, it is suggested that the teacher determine in usage which learner factors must be considered if motion pictures and filmstrips are to be used effectively. See the bibliography for greater details.

Differences Among Learning Objectives:

Teaching objectives are identified traditionally as understandings, skills, and attitudes. Each objective, in its own way, determines which learning resource to use. For example, to encourage understanding, the learning resources should provide opportunities for making comparisons and contrasts. For teaching attitudes, the learning resource should contain elements which help the learner to "feel" about the subject. For teaching skills and giving information, the learning resource should have a logical, systematic treatment of the material with less emphasis perhaps upon the aesthetics one would expect to require in dealing with feelings. The reader is referred again to the bibliography for details in this area.

Differences in Methodology:

One obvious difference between a motion picture and a filmstrip which bears upon methodology is that one involves motion and the other is usually static. As one factor affecting use, learning from a motion picture is determined very directly by the length of the film and the fact that films are not generally designed to be interrupted during showing. In contrast, the very static nature of a filmstrip permits discussion as each frame is shown. It is suggested that this is another area which

must be studied by the teacher for effective use of learning resources.

Learning Environment:

The locale for learning can affect completeness of learning by either complementing or interfering with the learner. If the locale is replete with irrelevant visuals in the form of bulletin boards, charts, objects, and so forth, or filled with noises not associated with the task, the learner may have difficulty concentrating on the learning at hand. Learning resources to be perceived must have dominance for the learner. It is the task of the teacher to provide the type of locale which will complement rather than detract from the learning task.

II. Utilization of Films and Filmstrips in Counseling and Guidance

The following represent certain principles which may prove useful in the better utilization of guidance films and filmstrips by teacher or counselor. It is not meant to be exhaustive, rather suggestive:

A. Films and filmstrips are tools. The most effective use of guidance tools occurs when a creative, imaginative individual uses them to assist in the achievement of objectives.

B. The use of films and filmstrips as learning resources implies a responsibility on the part of the user to examine the results of the learning. This may be done through meaningful and related discussion, or any other suitable technique, before and after the presentation.

C. Films and filmstrips should be used in such a manner as to encourage independent judgments on the part of the learner.

D. Where the purpose is to stimulate exploration as in occupational and educational films and filmstrips, and since films and filmstrips constitute relatively brief exposure of stimuli for the viewer, subject treatment should not emphasize specific, detailed information.

E. Films and filmstrips provide for nuances of psychological climate, such as role identification and work environment which cannot be accomplished in many other learning resources. As as example of this, projections of personality portrayed become a part of the viewers perception of an occupation. The user's responsibility for knowledge of the individuals in the viewing audience is clearly implied.

F. Films and filmstrips provide opportunities for flexibility in presentation to individual as well as small or large group situations.

G. In order to maximize learning, appropriate discussion should consider objectives, concepts, questions, and film or filmstrip limitations.

H. In order to increase the effectiveness of learning from films and filmstrips, particularly where the content is complex, students must have an opportunity, under proper conditions, for repeated exposures to such learning resources.

I. Supplementary materials should be selected to complement and/or overcome the strengths and/or limitations of the film or filmstrip.

J. Films and filmstrips should be used in combination with other learning experiences, particularly where this combination becomes complementary and supportive rather than competitive for and devisive of attention.

K. When using motion pictures to teach skills and concepts, provide a systematic pre-showing discussion of the skill or concept to be observed and the critical points to note. Follow the film showing with a discussion and further organization of film content.

L. When presenting attitudes through motion pictures, the introduction should be less explicit than for films to teach skills or concepts. Identify the subject area, but allow the film to carry its message. Allow spontaneous reaction after the film and allow students to express their own opinions without suggestions or coercion from the teacher.

M. In teaching with a filmstrip make certain that caption reading by students doesn't become merely a reading exercise. Where the filmstrip has a definite continuity, be careful--at least for the first time through--that discussion of individual frames does not allow so much digression that the continuity is lost.

III. Production of Films and Filmstrips

The following constitute certain principles which may be of value in the production of guidance films and filmstrips. Again, they are meant to be suggestive rather than exhaustive:

A. One of the objectives in the production of vocational guidance films and filmstrips should be to stimulate ideas and the desire to explore the topic under consideration. Detailed and specific information might better be presented via accompanying materials.

B. Films and filmstrips lend themselves to a focus on attitudes, needs, and values as related to occupations or job families. Such concepts as responsibility, excellence, performance, the dignity of labor, and the psycho-socio meaning of work are particularly adaptable to these media.

C. Producers and/or sponsors should be encouraged to develop films and filmstrips in terms of the objectives to be accomplished and the characteristics of the audience intended rather than a stereo-typed production technique or format.

D. In addition to accuracy of content, there should be an accompanying high degree of technical quality. The real usefulness of the media often may depend on this technical competency. Such matters as quality of photography, art work, sound, acting, and continuity should be given full attention by producers and sponsors on an equal basis with adequate content coverage.

E. If films and filmstrips are developed primarily for information purposes, then complete and accurate data should be provided. Fact sheets to accompany them would be useful.

F. Among the various consultants used by film and filmstrip producers and/or sponsors, there should be one who is well-qualified in the area of understanding behavior and motivation of the intended viewing audience.

G. A guide for users of the film or filmstrip should be provided and the responsibility for its production should be that of the consultant (or consultants). Included in the guide should be a statement of purpose of films or filmstrips by the producer and/or sponsor which also includes its limitations. Sponsor and consultants should be identified. Such points as audience level, a synopsis, date of issuance, and a bibliography relating to points of view and sources of data should be included in the guide. Guides might include suggested discussion questions and pertinent vocabulary.

H. If evaluations of films are made, identity of the evaluators should be made known and copies of the ratings be made available to both users and producers and/or sponsors.

I. Specifically, certain principles which could be applied to the production of occupational films and filmstrips are the following:

1. Societal needs served by the worker in his occupation should be shown.

2. A feeling of the relative size and long range trends of the occupation should be conveyed.

3. The geographic distribution of workers should be shown.

4. The occupation should be accurately portrayed as to worker tasks and functions.

5. The interpersonal relationships of workers should be portrayed.

6. The qualitative role expectancies, in terms of worker characteristics or attributes should be portrayed.

7. The social milieu such as the physical setting in which the worker lives, his status symbols, his community relationships, and his family relationships which are influenced by his occupation should all be realistically portrayed.

8. Both the vertical and horizontal mobility and the reasons for these should be shown.

9. Distinctive personal characteristics which are helpful in meeting requirements of an occupation should be portrayed.

10. The means of training for an occupation should be shown.

REFERENCES

Allen, William H. "Research on New Educational Media Summary and Problems," Audio Visual Communication Review. Spring, 1959. Vol. 7, No. 2.

Andrews, Margaret, and Tennyson, W. W., et. al, Standards for the Occupational Motion Picture, an unpublished report of a National Vocational Guidance Association Committee, 1962.

Hoban, C., Jr., and Van Ormer, E. Instructional Film Research 1918-1950. U. S. Department of Commerce (Special Devices Center, 1951) Office of Technical Services, Washington 25, D. C.

Instructional Film Reports, Technical Report No. SDC 269-7-36 U. S. Department of Commerce, Special Devices Center, 1953.

Monroe, Walter S. (Editor). Encyclopedia of Educational Research, Revised Edition, pp. 84-97. New York: MacMillan, 1950.

May, M., and Lunsdaine, M. Learning From Films, New Haven: Yale University Press, 1958.

APPENDIX A

LIST OF PARTICIPANTS

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

NATIONAL CONFERENCE ON

GUIDANCE AND THE UTILIZATION OF NEW EDUCATIONAL MEDIA

LIST OF PARTICIPANTS

Dr. Margaret E. Andrews, Consultant for Placement, Minneapolis Public Schools, 807 Broadway Street, N. E., Minneapolis, Minnesota

Mr. Frank Alinghaus, President, Modern Talking Picture Service, Inc., 3 East 54th Street, New York 22, New York

Dr. Samuel Baskin, 8851 Abbott Avenue, Surfside 54, Florida (on leave Antioch College 1961-1962)

Dr. Isabel H. Beck, Counselor, Harbor College, Los Angeles Junior College, Willington, California

Dr. Lester Beck, Professor of Psychology, Portland State College, Portland, Oregon

Dr. Ralph Bedell, Chief, Guidance and Counseling Institutes Section, Director of Higher Education, U. S. Office of Education, Department of Health, Education and Welfare, Washington 25, D. C.

Miss Kathrine Beechley, Director of Guidance and Research, Board of Education, Hagerstown, Maryland

Miss Harriet Bick, Assistant Director of Audio-Visual Aids, St. Louis Public Schools, St. Louis, Missouri

Mr. John T. Bobbitt, Director of Research, Encyclopedia Britannica Films, Wilmette, Illinois

Mr. Calvert Bowman, Coordinator of Counseling, San Mateo High School, San Mateo, California

Dr. Arnold Buchheimer, Supervisor, Guidance Laboratory, The College of the City of New York, Division of Teacher Education, 921 Lexington Avenue, New York 21, New York

Mr. John C. Burris, Elementary School Counselor, Neshaminy School District, Langhorn, Pennsylvania

Mr. Lee Campion, Associate Investigator, Technological Development Project, National Education Association, 1201 16th Street, N. W., Washington 6, D. C.

Dr. Leslie Carlin, Professor of Personnel, Central Michigan College, Mt. Pleasant, Michigan

Dr. Barbara A. Chandler, Dean of Women, Georgia State College, Milledgeville, Georgia

Dr. John Cogswell, System Development Corporation, 2500 Colorado Avenue, Santa Monica, California

Mr. Edwin Cohen, Chief, National Instructional Television Library, National Educational Television and Radio Center, 10 Columbus Circle, New York 19, New York

Dr. Charles F. Combs, Counselor-Psychologist, Board of Cooperative Educational Services, 546 North Bedford Road, Bedford Hills, New York

Dr. Ross Coxe, Assistant Director, Academically Talented Student Project, National Education Association, 1201 16th Street N. W., Washington, D. C.

Dr. K. Patricia Cross, Dean of Students, Cornell University, Ithaca, New York

Mr. Floyd Cummings, Guidance Services Department, Evanston Township High School, 1600 Dodge Avenue, Evanston, Illinois

Dr. Lucy T. Davis, Consultant in Guidance, Bucks County Board of Education, Doylestown, Pennsylvania

Mr. Robert Diamond, Director, Instructional Television Center, San Jose State College, San Jose 14, California

Mr. Douglas Dillenbeck, Associate Director, Guidance Services, College Entrance Examination Board, 475 Riverside Drive, New York, New York

Dr. Don Dinkmeier, Chairman Psychology Department, National College of Education, Evanston, Illinois

Dr. Elizabeth M. Drews, Associate Professor of Education, Michigan State University, East Lansing, Michigan

Dr. C. C. Dunsmoor, Director, Board of Cooperative Educational Services, Northern Westchester County, 546 N. Bedford Road, Bedford Hills, New York

Dr. Anna Mary Durning, Supervisor of Guidance Services, State Department of Public Instruction, Olympia, Washington

Dr. Luther Evans, Director, Automation and Education Project, National Education Association, 1201 16th Street, N. W., Washington 6, D. C.

Dr. Ellen Fairchild, Co-Director of Student Dean Program, Syracuse University, Syracuse 10, New York

Dr. Gail Farwell, Professor of Education, Department of Education, University of Wisconsin, Madison, Wisconsin

Mr. Robert T. Filep, Executive Associate, The Center for Programmed Instruction, Inc., 365 West 2nd Avenue at 77th Street, New York 24, New York

Mr. Otis E. Finley, Jr., Associate Director, Education and Youth Incentives, National Urban League, 14 East 48th Street, New York 17, New York

Mr. Paul W. Fitzgerald, Coordinator of Guidance, Pinellas County Schools, 1895 Gulf-To-Bay Boulevard, Clearwater, Florida

Dr. Norman Fredrickson, Director of Research, Educational Testing Service, Princeton, New Jersey

Dr. Daniel W. Fullmer, Director, Portland Extension Center, Oregon State System of Higher Education, 1633 S. W. Park Avenue, Portland 5, Oregon

Mr. Jack Goodman, President, Guidance Associates, Pleasantville, New York

Dr. Susan Gray, George Peabody College for Teachers, Nashville, Tennessee

Dr. Muriel N. Gurr, Supervisor of Guidance Services, Arizona State Department of Education, 6802 North 2nd Place, Phoenix, Arizona

Dr. Carolyn Guss, Associate in Selection, Audio-Visual Center, Indiana University, Division of University Extension, Box 277, Bloomington, Indiana

Dr. James J. Hamrock, Principal, Luther Burbank Junior High School 325 La Grande Avenue, San Francisco, California

Dr. Dean Hummel, Acting State Supervisor of Guidance, State Department of Education, 751 N. W. Boulevard, Columbus 12, Ohio

Mr. Harold Hunsberger, School Director, Perkasie Borough Schools, 312 Arch Street, Perkasie, Pennsylvania

Dr. Martin Katz, Assistant Director, Evaluation Advisory Services, Educational Testing Services, Princeton, New Jersey

Dr. George L. Keppers, Associate Professor of Education, University of New Mexico, Albuquerque, New Mexico

Dr. Earl A. Koile, Director, Testing and Counseling Center, The University of Texas, Austin, Texas

Mr. Stephen O. Krebs, Counseling Coordinator, West Junior High School, 500 West Lenawre Street, Lansing, Michigan

Dr. Ted Landsman, School of Education, University of Florida, Gainesville, Florida

Dr. Philip Lewis, Director of Instructional Material, Chicago Public Schools, Chicago, Illinois

Dr. Walter Lifton, Director, Guidance Services, Science Research Associates, 259 East Erie Street, Chicago 11, Illinois

Dr. Carrie R. Losi, Director of Guidance, Board of Education, Newark Public Schools, 31 Green Street, Newark, New Jersey

Mr. Melvin G. Mack, Regional Superintendent, Palisades Schools, Kintnersville, Pennsylvania, RD #1

Dr. Thomas M. Magoon, Director of Counseling Center, University of Maryland, College Park, Maryland

Dr. Abraham H. Maslow, Chairman, Department of Psychology, Brandeis University, Waltham 54, Massachusetts

Dr. Everett McDonald, Superintendent of Schools, Centennial Joint School, Johnsville, Pennsylvania

Dr. William P. McDougall, Professor of Education, School of Education, Washington State University, Pullman, Washington

Mr. James Meagager, Audio-Visual Coordinator, Penfield School Rochester, New York

Mr. George W. Murphy, Counselor, Catonsville, Junior High School, 106 Bloomsbury Avenue, Baltimore 28, Maryland

Dr. Roger A. Myers, Director of Counseling, University of North Dakota, Grand Forks, North Dakota

Dr. Merle M. Ohlsen, Professor of Education, University of Illinois, Champaign, Illinois

Mr. Carl O. Peets, Dean of Boys, Scarsdale High School, Scarsdale, New York

Mr. Edmund H. Plant, Office Training Director, Eastman Kodak Company, Rochester 4, New York

Dr. George E. Raab, Superintendent, Bucks County Public Schools, Doylestown, Pennsylvania

Dr. Henry Ray, Assistant Superintendent in charge of Audio-Visual Aids, Bucks County Public Schools, 280 Red Cedar Drive, Levittown, Pennsylvania

Dr. Edward C. Roeber, Professor of Education, School of Education, University of Michigan, Ann Arbor, Michigan

Dr. Carl R. Rogers, Professor in Departments of Psychology and Psychiatry, University of Wisconsin, Madison, Wisconsin

Dr. J. W. M. Rothney, Professor of Education, Department of Education, University of Wisconsin, Madison, Wisconsin

Dr. Richard Rundquist, Professor of Education, University of Kansas, Lawrence, Kansas

Mr. William Siemering, Counselor, West Junior High School, Madison, Wisconsin

Dr. Frank L. Sievers, Chief, Guidance, Counseling and Testing Section, U. S. Office of Education, Department of Health, Education and Welfare, Washington 25, D. C.

Mr. Ripley Sims, Head, Instruction Division, United States Armed Forces Institute, Madison, Wisconsin

Dr. Harry W. Smallenburg, Director, Division of Research and Guidance, Los Angeles County Public Schools, 808 West Spring Street, Los Angeles, California

Dr. Martin L. Stamm, Director of Guidance and Pupil Personnel Department, South Bend City Schools, 288 St. Joseph Street, South Bend, Indiana

Dr. Charles H. Stamps, Assistant Director, Course Development, Midwest Program on Airborne Television Instruction, 1401 East 55th Street, Chicago 15, Illinois

Dr. George Taylor, Superintendent of Schools, Council Rocks School District, Newtown, Pennsylvania

Dr. W. Wesley Tennyson, Associate Professor and Counselor Trainer, University of Minnesota, Burton Hall, College of Education, Minneapolis 14, Minnesota

Dr. Earnest Tiemann, Professor of Education, College of Education, University of Texas, Austin, Texas

Dr. Gerald M. Torkelson, Chairman, Instructional Materials Department, Pennsylvania State University, University Park, Pennsylvania

Dr. A. L. Villa, Bureau of Pupil Personnel Services, State Department of Education, Hartford, Connecticut

Dr. Robert Wagner, Director of Motion Picture Productions, Department of Photography, Ohio State University, Columbus 10, Ohio

Mr. O. Ray Warner, Assistant Director of Guidance Services, State Department of Public Instruction, Salt Lake City 14, Utah

Dr. Fritz White, Director, Bureau of Audio-Visual Instruction, University of Wisconsin, Madison, Wisconsin

Dr. William D. Wilkins, (Chairman), Department of Guidance and Personnel Administration, New York University, New York 3, New York

Mr. Ben M. Zeff, Deputy Director for Educational Programs, Assistant Secretary for Defense (Manpower), Pentagon, Washington 25, D. C.

APGA STAFF IN ATTENDANCE

Dr. Arthur A. Hitchcock, Executive Director, Project Director

Mr. Carl McDaniels, Assistant Director for Professional Relations - Administrative Assistant for Project

Mrs. Stevanne Auerbach, Professional Assistant

APPENDIX B

ARE OUR PUBLICATIONS AND CONVENTIONS SUITABLE FOR THE PERSONAL PSYCHOLOGIES

Are Our Publications and Conventions Suitable for the Personal Psychologies?[1]

A. H. Maslow
Brandeis University

A few weeks ago, I suddenly saw how I could integrate some aspects of gestalt theory with my health-and-growth psychology. One after another, problems that had tantalized me for years all solved themselves. It was a typical instance of a peak experience, rather more extended than most. The rumblings after the main storm (the working through) continued for days, as one implication after another of the original insights came to mind. Since it is my custom to think on paper, I have the whole thing written out. My temptation then was to throw away the rather professorial paper I was preparing for this meeting. Here was an actual, living peak experience caught on the wing and it illustrated very nicely ("in color") the various points I was going to make about the acute or poignant Identity Experience.

And yet, because it was so private and so unconventional, I found myself extremely reluctant to read this out loud in public or to publish it as is and am not going to.

However the self-analysis of this reluctance has made me aware of some things that I do want to talk about. The realization that this kind of paper didn't "fit", either for publication or for presentation at conventions or conferences, led to the question "Why doesn't it fit?" What is there about intellectual meetings and scientific journals that makes certain kinds of personal truth and certain styles of expression not "suitable" or appropriate?

The answer that I have come to is quite appropriate for discussion here. We are groping in this meeting toward the phenomenological, the experiential, the existential, the ideographic, the unconscious, the private, the acutely personal; but we are trying to do this in an inherited intellectual atmosphere or framework which is quite unsuitable and unsympathetic, one which I might even call forbidding.

Our journals, books and conferences are primarily suitable for the communication and discussion of the rational, the abstract, the logical, the public, the impersonal, the nomothetic, the repeatable, the objective, the unemotional. They thereby assume the very things that we "personal psychologists" are trying to change. In other words, they beg the question. One result is that as therapists or as self-observers, we are still forced by academic custom to talk about our

---

1 Preliminary remarks before reading a paper on "Peak-experiences as acute identity-experiences" before a Karen Horney Memorial Meeting, Association for the Advancement of Psychoanalysis, New York City, October 5, 1960.

own experiences or those of patients in about the same way as we might talk about bacteria, or about the moon, or about white rats, assuming the subject-object cleavage, assuming that we are detached, distant and uninvolved, assuming that we are unmoved and unchanged by the act of observation, assuming that we can split off the I from the Thou, assuming that all observation, thinking, expression and communication must be cool and never warm, assuming that cognition can only be contaminated or distorted by emotion, etc.

In a word, we keep trying to use the canons and folkways of impersonal science for our personal science, but I am convinced that this won't work. It is also quite clear to me now that the scientific revolution that some of us are cooking up (as we construct a philosophy of science large enough to include experiential knowledge) must extend itself to the folkways of intellectual communication as well.

We must make explicit what we all accept implicitly, that our kind of work is often felt deeply and comes out of deep personal grounds, that we sometimes fuse with the objects of study rather than splitting from them, that we are usually profoundly involved, and that we must be if our work is not to be a fake. We must also accept honestly and express candidly the profound truth that most of our "objective" work is simultaneously subjective, that our outer world is frequently isomorphic with our inner world, that the "external" problems we deal with "scientifically" are often also our own internal problems, and that our solutions to these problems are also in principle self-therapies in the broadest sense.

This is more acutely true for us, the personal scientists, but in principle it is true for all impersonal scientists, as well. Looking for order, law, control, predictability, graspability in the stars and planets is often isomorphic with the search for inner law, control, etc. Impersonal science can sometimes be a flight from, or defense against inner disorder and chaos, against the fear of loss of control. Or, to put it more generally, impersonal science can be (and often enough is, I have found) a flight from or defense against the personal within oneself and within other human beings, a distaste for emotion and impulse, even sometimes a disgust with humanness or a fear of it.

It is obviously foolish to try to do the work of personal science in a framework which is based on the very negation of what we are discovering. We can not hope to work toward non-Aristotelianism by using Aristotelian framework. We can not move toward experiential knowledge using only the tool of abstraction. Similarly, subject-object separation discourages fusion. Dichotomizing forbids integrating. Respecting the rational, verbal, and logical as the only language of truth inhibits us in our necessary study of the non-rational, of the

poetic, the myths, the vague, the primary process, the dream-like.[2] The classical, impersonal and objective methods which have worked so well for some problems, don't work for these newer scientific problems.

We must help the "scientific" psychologists to realize that they are working on the basis of a philosophy of science, not the philosophy of science, and that any philosophy of science which serves primarily an excluding function, is a set of blinders, a handicap rather than a help. All the world, all of experience must be open to study. Nothing, not even the "personal" problems, need be closed off from human investigation. Otherwise we will force ourselves into the idiotic position that some labor unions have frozen themselves into; where only carpenters may touch only wood, and wood may be touched only by carpenters. New materials and new methods must then be annoying and even threatening, catastrophies rather than opportunities. I remind you also of the primitive tribes who must place everyone in the kinship system. If a newcomer shows up who cannot be placed, there is no way to solve the problem but to kill him.

I know that these remarks may be easily misunderstood as an attack upon science. They are not. Rather I am suggesting that we enlarge the jurisdiction of science so as to include within its realm, the problems and the data of personal and experiential psychology. Many scientists have abdicated from these problems, considering them "unscientific". Leaving them to non-scientists, however, supports that separation of the world of science from the world of the "humanities" which is now crippling them both.

As for new kinds of communication, it is difficult to guess exactly what must come. Certainly we must have more of what we already find occasionally in the psychoanalytic literature, namely, the discussion of the transference and the counter-transference. We must acacept more idiographic papers for our journals, both biographical and autobiographical. Long ago, John Dollard prefaced his book on the South with an analysis of his own prejudices; we must learn to do this, too. We certainly should have more reports of the lessons learned from psychotherapy by the "therapped" people themselves, more self-analyses like Marion Milner's On Not Being Able to Paint, more case histories like those written by Eugenia Hanfmann, more verbatim reports of all sorts of interpersonal contacts.

---

2 For instance, I feel that everything I am trying to express here is far better expressed by Saul Steinberg in his amazing series of sketches in the New Yorker during the last year. In these "existential cartoons", this great artist has used not a single word. But think how they would fit in the bibliography of a "serious" paper in a "serious" journal, or, for that matter, on the program of this conference, even though its subject matter and his are the same, i.e., identity.

However, most difficult of all, judging by my own inhibitions, will be gradually opening up our journals to papers written in rhapsodic, poetic or free association style. Some communication of some kinds of truth are best done in this way, e.g., any of the peak-experiences. Nevertheless, this is going to be hard on everybody. The most astute editors would be needed for the terrible job of separating out the scientifically useful from the great flood of trash that would surely come as soon as this door was opened. All I can suggest is a cautious trying out.

BIBLIOGRAPHY

1. Allport, G., Personality and Social Encounter, Beacon, 1960.

2. Bonner, H., Psychology of Personality, Ronald, 1961.

3. Buber, M., I and Thou, Edinburgh: T. and T., Clark, 1937.

4. Coleman, J., Personality Dynamics and Effective Behavior, Scott Foresman, 1960.

5. Combs, A., and Snygg, D., Individual Behavior, Harper, 1959.

6. Combs, A. (Ed.), Perceiving, Behaving, Becoming: A New Focus for Education, Association for Supervision and Curriculum Development, Washington, D.C., 1962.

7. Ehrenzweig, A., The Psychoanalysis of Artistic Vision and Hearing. Routledge, 1953.

8. Freud, S., The Interpretation of Dreams, in The Basic Writings of Freud. Modern Lib., 1938.

9. Fromm, E., The Forgotten Language, Rinehart, 1951.

10. Hayakawa, S. I., Language in Action, Harcourt, 1942.

11. Huxley, A., Heaven and Hell. Harper, 1955.

12. Jourard, S. M., Personal Adjustment. Macmillan, 1958.

13. Maslow, A. H., Motivation and Personality. Harper, 1954.

14. _____, Two kinds of cognition, General Semantics Bulletin, 1957, Nos. 20 and 21, 17-22.

15. _____, Emotional blocks to creativity, J. Indiv. Psychol., 1958. 14, 51-56.

16. _____, (Ed.), New Knowledge in Human Values. Harper, 1959.

17. _____, Lessons from the peak-experiences. J. Humanistic Psychol., in Press.

18. Milner, M. On Not Being Able to Paint., Int. Univs. Press, 1957.

19. Moustakas, C. (Ed.), The Self, Harper, 1956.

20. Perls, F., Hefferline, R., and Goodman, P. Gestalt Therapy. Julian, 1951.

21. Rogers, C. On Becoming a Person. Houghton Mifflin, 1961.

22. Watts, A. W. Nature, Man and Woman. Pantheon, 1958.

23. Werner, H. Comparative Psychology of Mental Development, Harper, 1940.

APPENDIX C

PROGRAM OF CONFERENCE

PROGRAM

Guidance and the Utilization of New Educational Media

Wisconsin Conference Center
March 11-14, 1962

March 11
Sunday P.M.

5:00 to 6:00 — Registration and Reception
Main Lobby, Center

6:00 to 7:30 — Dinner, Main Dining Room

Introduction to Conference
Dr. Edward C. Roeber, President
American Personnel and Guidance Association

Opening the Conference
Dr. Lindley Styles, Dean
School of Education
University of Wisconsin

7:30 to 9:00 — First General Session - Room 210
1. Content of the Conference
Dr. Arthur A. Hitchcock
2. Introduction and Commentary on Communication
Dr. Elizabeth M. Drews
Presentation: Dr. A. H. Maslow
Presentation: Dr. Carl Rogers

March 12
Monday A.M.

Breakfast (By individual arrangements)

9:00 to 9:45 — Second General Session - Auditorium
Dr. Ralph Bedell, Presiding
Methods and Media for Today and Tomorrow
Lee Campion

9:45 to 10:00 — Coffee

10:00 to 10:45 — General Discussion - Room 210
Panel reactors to address
Dr. Robert Wagner, Dr. Earl Koile and
Dr. Gerald Torkelson

10:50 to 11:45 — First Workshop Session

I. Counselor Education
General Chairman, Dr. Edward C. Roeber, Room 226

A. Graduate Education, Chairman, Dr. Daniel Fullmer, Room 205

B. Continuing Education, Chairman, Dr. Dean Hummel, Room 305

II. Counseling
General Chairman, Mr. Gail Farwell

A. Emotional-Social, Chairman, Dr. Walter Lifton, Room 211

B. Education-Learning, Chairman, Dr. Elizabeth M. Drews, Room 213

C. Educational-Careers, Chairman, Dr. Martin Stamm, Room 312

III. Committee on Standards for Films and Filmstrips in Guidance
Chairman, Dr. William D. Wilkins, Room 224

Monday P.M. 12:00 to 1:15 — Lunch - Main Dining Room
Mr. Bill Murphy, Presiding

Some Current Uses of Media in Guidance
Carl McDaniels

1:30 to 3:30 — Second Workshop Session
(Same room assignments)

4:00 to 5:30 — Visit WHA TV and Radio Studio, 600 North Park, University of Wisconsin Station, tour and demonstration of TV and radio facilities. Video tape showing. Careers in Meteorology from closed circuit TV, Haggerstown, Maryland.
Host, Mr. H. B. McCarty

6:15 to 7:50 — Dinner - Main Dining Room
Dr. William D. Wilkins, Presiding
Film Showing on Guidance
Those present will evaluate films.

8:00 to 10:00 — Guidance Demonstrations - Room 210
Dr. Frank L. Sievers, Presiding

1. Mr. Jack Goodman, Sound Filmstrips in College Information
2. Dr. Richard R. Rundquist, Tapes and Vocational Information
3. Mr. Edmund H. Plant, Improving the Counseling Interview
4. Dr. Robert M. Diamond, Kinescopes and Continuing Education
5. Mr. Stephen Krebbs, Dr. Elizabeth M. Drews, Applications of the Learning Process
6. Mr. Ben M. Zeff, Armed Forces Utilization of New Media
7. Dr. Lester Beck, Inter-Institutional Cooperation in TV Courses
8. Dr. George Taylor, New Ideas for Old

March 13
Tuesday A.M.

8:30 to 10:30 — Third Workshop Session
(same room assignments)

10:45 to 12:15 — Third General Session - Room 210
Dr. Merle M. Ohlsen, Presiding

Counseling for a New Age
Dr. Ted Landsman

Discussion: Dr. Samuel Baskin, Dr. Lester Beck, Mr. Calvert W. Bowman

Tuesday P.M.

12:15 to 1:15 — Lunch - Center Dining Room
(Go through line)

1:30 to 2:45 — Fourth General Session - Auditorium
Dr. Earnest Tiemann, Presiding

Impact of Technology on Guidance and Education
Dr. Philip Lewis

Discussion: Dr. Charles Bish, Mr. Robert Filep, and Dr. John Cogswell

2:45 to 3:00 — Break - Coffee in Exhibit Hall

3:00 to 5:00 — Fourth Workshop Session
(Same room assignments)
Dinner at location of choice

7:30 to 9:30 — Demonstration and Discussion Telemation Laboratory, School of Education Building
Dr. Richard Hubbard, Presiding

March 14
Wednesday A.M.

8:30 to 9:30	Fifth General Session - Room 210 Carl McDaniels, Introduction and Commentary Application of this Conference to a School System Bucks County Pennsylvania Discussion Group
9:45 to 11:45	Final Workshop Sessions and Summary (Same room assignments)

Wednesday P.M.

12:00 to 1:45	Luncheon - Main Dining Room Dr. C. C. Dunsmoor, Presiding Closing Address: Dr. Luther Evans
2:00 to 3:00	Final Session with Workshop Chairmen (To go over reports - Room 205)

This Conference on Guidance and the Utilization of New Educational Media is made possible through funds granted by the U.S. Office of Education under Contract Number OE-2-16-005 as authorized by Title VII of the National Defense Education Act. The Association is also grateful for the cooperation of the School of Education of the University of Wisconsin.

Project Director: Arthur A. Hitchcock
Administrative Assistant: Carl McDaniels

APPENDIX D

CONFERENCE EVALUATION (FORM)

American Personnel and Guidance Association

NAME_____

National Conference on Educational Media in Guidance

CONFERENCE EVALUATION

I. Briefly list some of the major highlights or strengths of the conference as you see them.

II. If APGA were to sponsor a similar conference in the future, what changes in the program would you recommend?

III. What additional ideas, thoughts or projects (other than those noted in the meetings) concerning the use of new media in guidance would you like to see listed in a final report of the conference?

APPENDIX E

WORKSHOP PARTICIPANTS

WORKSHOP ON COUNSELING

CHAIRMAN--DR. GAIL FARWELL

Workshop on Learning Process and Educational Development	Workshop on Education - Career Planning	Workshop on Social - Emotional Development
Dr. Elizabeth M. Drews, Chairman	Dr. Martin Stamm, Chairman	Dr. Walter Lifton, Chairman
Dr. Isabell Beck	Mr. Frank Arlienhaus	Dr. Samuel Baskin
Dr. Mary Anna Durning	Dr. John T. Bobbitt	Dr. Lester Beck
Dr. Luther Evans	Mr. Douglas Dillenbeck	Dr. John Cogswell
Dr. Susan Gray	Mr. Robert Filep	Dr. Charles F. Combs
Mr. Stephen O. Krebs	Mr. Jack Goodman	Dr. Gail Farwell
Dr. A. H. Maslow	Mr. Harold Humsberger	Dr. Earle Koile
Dr. Everette McDonald	Dr. Martin Katz	Dr. Ted Landsman
Dr. Gerald M. Torkelson	Dr. Thomas M. Magoon	Dr. Roger A. Myers
Dr. Fritz White	Dr. Richard R. Rundquist	
	Dr. Henry Ray	

WORKSHOP ON COUNSELOR EDUCATION

CHAIRMAN--DR. EDWARD C. ROEBER

Workshop on Continuing Education for Counselors

Chairman - Dr. Dean Hummel

Miss Katherine Beachley

Dr. Leslie O. Carlin

Dr. Ross Coxe

Dr. Robert M. Diamond

Dr. Paul W. Fitzgerald

Dr. James J. Hamrock

Dr. Melvin G. Mack

Dr. William P. McDougal

Mr. Carl O. Peets

Mr. Edmund Plant

Dr. J. W. M. Rothney

Dr. Frank L. Sievers

Mr. Ripley Sims

Dr. Harry W. Smallenburg

Dr. Charles W. Stamps

Dr. A. L. Villa

Workshop on Graduate Education for Counselors

Chairman - Dr. Daniel W. Fullmer

Dr. Ralph Bedell

Miss Harriett Bick

Mr. Calvert W. Bowman

Dr. Arnold Buckhiemer

Mr. Edwin Cohen

Mr. Floyd Cummings

Dr. C. C. Dunsmoor

Dr. Ellen Fairchild

Dr. Norman Frederiksen

Dr. George L. Keppers

Dr. Merle M. Ohlsen

Mr. Robert Siemering

Dr. George Taylor

Dr. Earnest Tiemann

Mr. O. Ray Warner

FILM STANDARDS COMMITTEE

The members of the Workshop at the Media Conference were:

Dr. William D. Wilkins, Chairman

Dr. Margaret E. Andrews

Dr. K. Patricia Cross

Dr. Lucy T. Davis

Dr. Muriel N. Gurr

Dr. Carolyn Guss

Dr. Carrie R. Losi

Mr. James Meagager

Mr. George W. Murphy

Dr. W. Wesley Tennyson

Dr. Robert Wagner

The Committee that carried on the Workshop developments to the production of the report, in a subsequent meeting in Chicago, included:

Dr. Richard M. Rundquist, Director, Counseling Center, University of Kansas, Lawrence, Kansas (Chairman)

Dr. K. Patricia Cross, Dean of Students, Cornell University, Ithaca, N.Y.

Dr. W. J. Dipboye, Professor of Psychology, Syracuse University, Syracuse, N.Y.

Dr. Paul W. Fitzgerald, Coordinator of Guidance, Pinellas County, Clearwater, Florida

Dr. Muriel N. Gurr, Supervisor of Guidance Services, State Department of Education, 6802 North Second Place, Phoenix, Arizona

Mr. George W. Murphy, Counselor, Catonsville Junior High School, Baltimore, Maryland

Mr. Daniel Palmquist, Centron Corporation, Lawrence, Kansas

Dr. Gerald M. Torkelson, Professor of Education, Pennsylvania State University, University Park, Pennsylvania

Dr. Carl McDaniels, Director of Professional Services, APGA, Staff Associate for the Committee

APPENDIX F

MISSION

I. - Workshop on Counselor Education

A. Graduate Education for Counselors

The workshops form the real spirit of the conference. Here opportunity is provided for critical examination and translation into application of the papers, addresses, panels, demonstrations, tours, and other general activity. The broad gauged sessions for all participants can be considered at length in the workshops with regard to some phase of counseling or Counselor Education. The media you see, hear and possibly feel may not be "new", but it is hoped the ideas and creative applications to guidance forthcoming from the workshops will be NEW.

All workshops may wish to give some attention to a discussion of some effective means now in practice, as well as; some better ways to inform professional groups of new practices, needed research, demonstrations, and development. This is also the time to take the long range view of how educational media can be more effectively utilized in guidance. Dream a little if you wish.

It is hoped that this workshop will not become handicapped by too extensive discussion of the details of graduate education for counselors. There is controversy in this area and it is hoped that the workshop can avoid the controversy and centralize its attention upon the usual elements of counselor education. It is in this setting that your workshop can undoubtedly exercise some bold imagination in seeing ways in which these media can be developed and also evaluated.

I. - Workshop on Counselor Education

B. Continuing Education For Counselors

The term "continuing education" is being used rather than "in-service education" to indicate a broader scope in keeping with the demands of the world in which we live. It is presumed that the workshop will consider the nature of continuing education for counselors. What kind of experiences should be provided? What expectations should there be for different levels as well as types of continuing education? These are simply suggestive of the major nature of continuing education. Certainly, the multiple auspices under which continuing education would be provided is a matter of both interest and concern because we probably should advance beyond the level of considering that continuing education for counselors is strictly a matter of in-service training within the school in which the person is located.

In this setting, it is hoped that the workshop will consider ways in which media can be utilized most effectively for continuing education. A great deal of imagination must certainly go into this with the full

consideration of the variety of backgrounds of individuals who will be affected. It will be well to consider evaluative means to go with new developments.

II. - Workshop on Counseling

A. Social - Emotional Development

Each of the three workshops in the area of counseling are expected to cover the entire span of education from kindergarten through college. With this vertical view, it should be possible to see differentiations in emphasis or in kind of content that may in turn indicate differences in the utilization of media.

It is hoped that this workshop will take account of differences at the various grade levels from kindergarten through college because the possibilities of utilizing media at these various levels will be quite pronounced. There should be an opportunity to consider a number of different media. Probably in this group you will want to consider group approaches as well as individual ones. The actual media materials available here in the Center may stimulate your developments in this area. You may wish to consider some topics such as more effective means of utilizing new media in developing the self concept or how new media help to overcome some of the disadvantages of the culturally deprived youth.

II. - Workshop on Counseling

B. Learning Processes - Educational Development

Many, many devices have been constructed for use in this area! You may want to consider some of the counseling problems that arise from the use of these devices as well as the use of new media in counseling on learning development. It is hoped that this group will emerge with some new ideas about the utilization of media and about the development of media that can be used in this area. Probably some of these developments can be very much on a home-made kind of basis.

Certainly, consideration should be given to the elementary school, but we would hope, however, that no level of education would be overlooked.

Problems of motivation may very likely come into your considerations and the utilization of specific kinds of material that can be used through various media.

II. - Workshop on Counseling

C. Educational and Career Planning

Certainly no area of guidance has received more attention by way of films and brochures than this one. Yet, according to the information that will be given at this conference, the number of different films utilized is extremely small. One wonders, then, if the setting for some of the presentations is as effective as it could be. Probably the group will want to give some attention to the matter of planning on educational and career growth during the years in connection with normal development. Perhaps the restraints on variety of presentations has been caused somewhat by the restrictions in different educational settings.

You may want to give attention to the stereotype of material that is available as well as the stereotype of actual media that are utilized. Possibly we have come to the point where students do want to have different kinds of career and educational planning information. Perhaps they do not want to have the narrow restrictions and tightly rigid patterns that they have generally been exposed to. Possibly for the students who will not go on to college and to higher level occupations there should be a great deal more attention given. Possibly these are persons who can be brought out of their narrow views by crediting them with a little more intelligence than we usually do.

APPENDIX G

PLANNING SESSION: AGENDA, REPORT, PARTICIPANTS

Airlie House
Warrenton, Virginia

American Personnel and Guidance Association
November 12th and 13th

Agenda
for
Planning Session
on
NATIONAL CONFERENCE ON GUIDANCE AND
THE UTILIZATION OF NEW EDUCATIONAL MEDIA

November 12th:

P.M.

2:00-4:00 - Transportation leaving APGA - 1605 New Hampshire Avenue, N.W. Washington 9, D.C.

3:00-5:00 - Arrival and room assignment, Tour Airlie House, Farm and Grounds

5:00-6:00 - Social Hour - Cokes and conversation - Foxes Den - Airlie House

6:00-7:15 - Dinner - Garden Dining Room - Airlie House

7:30 - Opening Session - Library - Airlie House
Edward C. Roeber, President, APGA, Chairman
Conference Comments and Introductions
Edward C. Roeber
Background on National Conference (Project)
Arthur A. Hitchcock, Project Director
Aims and Objectives of Planning Conference
Carl McDaniels, Project Administrative Assistant
Informal Presentations on Current Developments and Directions in:
1. Guidance
2. New Media
3. Learning
Ideas for the National Conference
Open-ended and free wheeling discussion

9:30 - Adjourn

November 13th:

A. M.

8:00 - Breakfast - Entire Group - Garden Dining Room - Airlie House

9:00 - Second Session - Game Lodge
Edward C. Roeber, Chairman
By the close of the Planning Conference Program we must have:
1. Ideas for the National Conference Program
2. Participants for National Conference (Maximum 75)

3. Topics and writers for Background Papers
4. Speakers for the National Conference
5. Plans for the preparation of standards for films to be used in Guidance

10:30 - Coffee and Rolls

P. M.
12:00 - Lunch, Garden Dining Room - Airlie House

1:15 - Final Session - Game Lodge
Edward C. Roeber, Chairman

3:30 - Adjourn

4:00 - Transportation leaving for Washington

REPORT OF PLANNING CONFERENCE

ON THE UTILIZATION OF NEW MEDIA IN GUIDANCE

In the opening session Sunday evening Dr. E. C. Roeber, Chairman, introduced the participants, their areas of interests and concerns.

Dr. Arthur A. Hitchcock, Project Director, outlined the background work preliminary to the Planning Session. He stated the NVGA has already developed standards for occupational literature, yet has found a need for standards on counseling and occupational films. The concern now is with the expansion of guidance services and use of media, in as much as:

1. there are many kinds of media, and in addition,

2. there is a growing concern for the evaluation, utilization, and dissemination of this media.

The contract with NDEA was established to further explore and clarify this area.

Carl McDaniels, the Administrative Assistant on this Project, stated the proposed aims and objectives of the National Conference. An imaginary look into the future with a realistic and probing search into present practices is needed.

This was followed by three presentations on current development and directions in:

1. <u>Guidance</u>:

   <u>Current Practices</u>: Dr. Willis Dugan discussed: The current national trends in guidance and expectations relating the concern with --

   1. increase in numbers both in staff and students (student-counselor ratio at all levels)

   2. increase in quality - both of
      a. identification of talent, and
      b. recognizing individual difference

   3. research - present
      future

   4. present needs in guidance services

   5. how these needs can best be met

Tasks for the Future

Dr. Dugan stated that it is no longer necessary to sell counseling "as a good thing," the task before us is to:

1. establish and clarify the role of the counselor
2. examine the counseling process
3. find new means of implementing and improving this process

II. New Media

Current Practices: Mr. Lee Campion told the group that: The question technology poses is whether we are concerned with the design for the school of today or of the future. These technological developments are leading to rapid changes of instruction with utilization of media at all levels.

The historic changes that have taken place can be traced by the programmed learning in the military services. Since then rapid developments have taken place so that "a publication printed today can be expected to be out-of-date within six months."

Some of the most recent developments are:

1. teaching machines
2. computers
3. film - 8 mm
4. language laboratories - tape recorders
5. new approaches in both newspaper coverage and materials
6. educational TV

Tasks for the Future

There is a great need for definition of (1) terminology (2) systematizing of large segments of information, and eventually (3) a theory of instructional technology.

III. Learning

Current Practices: Dr. Elizabeth Drews related the current learning theories and research as they apply to:

1. early learning
2. reading disabilities

3. mental tasks

She differentiated between the

1. descriptive

2. prescriptive - She related some of the studies being conducted presently.

Tasks for the Future

She raised the question that Jensen and others are engaged in concerning programmed learning and the individualistic nature of learning.

In the free-wheeling session after the presentations the following ideas and suggestions were brought out:

1. The Conference should bring together the counselor and the total school team.

2. "The role of the counselor" in the school picture needs to be clarified.

3. There is the need to show how the counselor can take a more active leadership role in the educational process for the entire school team.

4. Media has a role in showing how various school districts are trying to approach and clarify the educational problems.

5. To relate new media to instruction and learning problems.

6. To relate how media can be used in counselor education and practice.

7. To clarify how the counselor relates to new media and the learning processes.

8. The use of media must be incorporated into the total school picture -- perhaps find a role for a new professional person.

9. To continue on-going research to find how media can best be involved in the learning process.

10. To determine when and how media are best used in guidance and the development of the curriculum, and how the counselor can best coordinate and direct these activities.

11. To determine where and what materials are readily available, and to discover those areas which still need to be developed.

It was suggested that the role of the counselor be operationally defined as was set down by APGA standards.

1. Counseling - The counselor should spend 50% of all of his time with students -- in relation to the group and the individual. (dealing with occupational, educational, personal-social problems) 50% in other areas.

2. Consulting - with the Administration and Teachers

3. Leadership - in research

4. Cooperative relations - outside school, in the community

MONDAY MORNING AND AFTERNOON

Following a general discussion concerning the functions and problems of the counselor in training and practice, and the present and projected utilization of media in education, the participants proceeded as to how the "marriage" of guidance and media could be effectively presented in a National Conference.

In reporting the results of this meeting we will first review the proposed objectives of the National Conference as were originally stated and show how these plans were developed and reformulated when felt necessary by the participants.

Objectives of the Conference

1. "To provide for a deliberate approach to the problems of guidance in the public elementary and secondary schools and institutions of higher education, and the possible impact of new media in the solution of the problems."

   It was found and generally agreed upon that among guidance experts little, if any, common ground, and no deliberative approach to the problems of guidance was to be found. Each admitted to the validity of these problems, but diverse backgrounds and methods to be employed were to be found varied in practice and application. Prior discussion as to methods and functions of counselors in education led to the realization that a different type of approach was necessary to adequately meet the proposed objectives.

These problems as stated were: (examples)

   a. Lack of adequate communication between members of school staff.
   b. Lack in clarification of the role and duties of the counselor in the school.
   c. Need to clarify how media can be best utilized in school by counselor -- in research and evaluation.
   d. Need to clarify what data about population are to be collected, and how they are to be used.

e. How to best use techniques of interviewing, research, articulation, etc.

One approach to be followed as stated was:

a. To call forth and invite those groups who show most active interest in and prior participation and use of audio-visual methods.
b. See other "suggestions."

2. "To provide for a deliberative approach to the problems of counselor education and the possible impact of new media in the solution of the problems."

The recent developments and some of the problems in counselor education were discussed.

As stated:

a. Counselors are not adequately being prepared to use media.
b. Can process of training counselors speed up or be streamlined through use of media? How can media stimulate thinking?
c. How can counselors-in-training become more aware of techniques that can be utilized on-the-job through media?

It was generally agreed that if counselors are to effectively employ the methods of media in practice these techniques must be implemented in their education. They must be trained to "use media by means of media." Some of the techniques counselors use that can be aided by and through media:

a. Interviewing - using tapes more actively in training
b. Perception of popular differences and similarities
c. Assessment of areas of sensitivity
d. Attitude - development

3. "To identify and delimit the basic issues which guidance services and counselor education must resolve in the utilization of new media." The basic issues which were pointed out as synthesized by objectives one and two.

4. "To define and illustrate areas of needed study and research that will facilitate the understanding and utilization of the new media in guidance services and counselor education."

As viewed by the participants - areas of needed research are to find out:

a. Where media are being used.
b. How effective they are in its application.

c. How might they be more effective.
d. How can media aid counselor in being more creative.

Dugan -- reviewed action, research evolving at University of Minnesota.

Campion -- development of standardization of tests
map out how to evaluate the effects of media on learning

Drews -- Different kinds of learning take place at different times and at different levels.
What kinds of learning are facilitated by media?

Roeber -- Approaches
Use of media in effectively developing values and attitudes

5. "To illustrate and discuss techniques whereby new media may be used in guidance and in counselor education."

This was suggested as a means of "bridging the gap for the future" to employ the technological development in fields outside of education.

a. Techniques presently being used (Illustrations)

1. closed circuit - TV
2. tapes - recordings of reading difficulties
3. new methods of testing pupils - use of TV
4. new means of instruction - divided screen, monitored by electronic devices.

b. Proposals -- (future)

1. Finding new ways of "making Educational TV more meaningful."
2. Utilizing tapes, recordings, etc.
3. Enriching programmed learning
4. Meeting individual differences

Needed more acute awareness of media people into problems of counselor. Then finding solutions as how to best solve these problems. More communication between media personnel and guidance counselors.

6. "To illustrate and discuss techniques for educating counselors to use new media."

a. In-service training.

b. It was this objective that proved to be a starting point for part of the reformulation of the objectives and structure of the National Conference.

1. Purpose of National Conference is to not only disseminate information but to directly influence the practice of participants of National Conference (and those who do not attend).

2. Use of team presentations rather than background papers -- using media to demonstrate and promote use of media.
Later to measure effectiveness of these presentations.

7. "To recommend guidelines for the development of educational and occupational films for guidance."

A suggestion that was brought out and discussed was the need for a standardization of films used in guidance, - i.e. a National Board of Review - set standards, review worthwhile films.

Suggestion: that a preliminary guide be set up in advance of the meeting and tried out on some films in an evening session.

SUGGESTIONS FOR NATIONAL CONFERENCE

1. Team approach:

Team A. Initial presentation:

Counselor-Educator
Counselor-in-training — UNIVERSITY TRAINING
Media Person

Team B. Invite team from school district comprised of

Counselor
Teacher
Superintendent — ON JOB
Principal
Media Person
School Board Representative

Team A will structure and give introductory presentation to Team B.

2. Criteria for team selection:

a. Those committed to putting Conference suggestions into practice.
b. Need to decide beforehand what areas of utilization of media these groups have reached.

3. Presentation of research Individuals

   a. Those actively engaged in research in related areas i.e. Schramm.
   b. Decide where research in guidance and media cross.

4. Explore the utilization of the 17 universities presently engaged in work in this field (refer to NDEA Institutes).

5. Point out and clarify the ways media can be used in:

   a. counselor-education and training
   b. on-the-job -- i.e. ways of relieving counselor of clerical chores.
   c. in-service education

6. Participants should report:

   a. what they have done before the Conference (past and present)
   b. follow-up -- what is done after Conference (as a result of the Conference)

7. Use media actively in Conference as well as spoken word. Use media in:

   a. reporting
   b. presentations
   c. discussions
   d. workshops

8. Preparation before Conference with Teams - Careful planning of presentations.

9. Utilize teams from each area in the country connected with university engaged in this work.

10. Survey field to discover what is presently being done with media

    a. at all levels
    b. outside education

11. Clarify uses of media in:

    a. developing and influencing attitudes
    b. developing skills
    c. developing understanding

12. Outlining areas of research that are necessary. Uses of media in:

    a. Learning - how to heighten current practices.
    b. Counseling - find ways of better utilizing counselors in the school.

13. Outline how to make better use of present practices of media (dissemination)

    a. Training - Counselor-in-training to learn "hows" of new materials
    b. Practice - to put into effect these practices on-the-job.
    c. Only then consider future possibilities (this was added).

14. Define how media can be used in:

    a. Training
    b. Role in school
    c. Interviews
    d. Academic counseling
    e. Vocational counseling
    f. Study of school population (analysis)

15. Present on-the-job demonstrations instead of simulated practice - "Talk about media through media."

16. Develop standardization of films

    a. Evaluation
    b. Upgrading level
    c. Teacher supplementation - uses of media for different levels of ability

17. Purpose of Conference should be to influence practice as well as dissemination of information.

18. Define needs of counselors on the job in

    a. parent education - problems with children
    b. underachievers - stimulate thought
    c. Junior High - "dropouts"
    d. self-evaluation - work in classroom
    e. professional staff - differences in views
    f. job opportunities - vocational information
    g. educational information

    State how media can be utilized to meet these and other problems of the counselors.

19. Developing guidelines for best utilization of media by school personnel.

20. Possible selection for team use of "retrieval centers" - set up throughout country to disseminate media.
    Use of center by local area group to obtain media information i.e. cataloguing and process of disseminating media.

21. Use personnel at all levels including elementary through college plus Junior College (Possible inclusion on team.)
    Although this was discussed - No general agreement.

Participants for National Conference

1. Suggestions of names

   Falks, University of Wisconsin (Dugan)
   Schuller, Michigan State (Hudson)
   Andrews and Rundquist (Wood)
   Paulson, Chicago (Hyer)
   Nick Brown (Drews)

2. Participants should come from central areas throughout country, i.e. New England, Atlantic, North Central, Pacific.

3. These participants suggested at session; other names will be sent in to Headquarters within the next few weeks.

Suggested places for National Conference:

Chicago -- University of Chicago -- Northwestern (Evanston)
Lansing, Michigan -- Michigan State
University Park, Pennsylvania -- Pennsylvania State
LaFayette, Indiana -- Purdue
Madison, Wisconsin -- University of Wisconsin
Lincoln, Nebraska -- University of Nebraska

PLANNING SESSION PARTICIPANTS

Dr. Ralph Bedell, Chief
Guidance and Counseling Institute Section
Division of Higher Education
United States Office of Education
Department of Health, Education and Welfare
Washington 25, D.C.

Mr. Lee E. Campion
Associate Investigator
Technological Development Project
National Education Association
1201 16th Street, N.W.
Washington 6, D.C.

Dr. Elizabeth M. Drews
Associate Professor of Education
Michigan State University
East Lansing, Michigan

Dr. Willis E. Dugan
Professor of Educational Psychology
University of Minnesota
Minneapolis, Minnesota

Dr. Luther Evans
Project Director
Automation and Education
National Education Association
1201 16th Street, N.W.
Washington 6, D.C.

Dr. Arthur A. Hitchcock
APGA Executive Director
(Project Director)

Mr. Robert Hudson
National Educational Television
& Radio Center
10 Columbus Circle
New York, New York

Dr. Anna Hyer
Executive Secretary
Division of Audio-Visual Instruction
National Education Association
1201 16th Street, N.W.
Washington 6, D.C.

Mr. Carl McDaniels
APGA Assistant Director for
Professional Relations
(Administrative Assistant on New
Media Project)

Mr. G. William Murphy
Counselor
Catonsville Junior High School
106 Bloomsbury Avenue
Baltimore, Maryland

Dr. Geroge E. Raab
Superintendent
Bucks County Public Schools
Doylestown, Pennsylvania

Dr. Edward C. Roeber
Professor of Education
University of Michigan
Ann Arbor, Michigan

Dr. Frank Sievers, Chief
Guidance Counseling &
Testing Section
U.S. Office of Education
Department of Health,
Education and Welfare
Washington 25, D.C.

Dr. Gerald N. Torkelson
Chairman, Instructional
Materials Department
Educational Services
The Pennsylvania State
University
University Park, Pennsylvania

Miss Helen Wood
Office of the Secretary
Department of Labor
14th Street and
Constitution Avenue, N.W.
Washington 25, D.C.

Recorders:
Mrs. Stevanne Auerbach,
APGA

Miss Arliss Thornblade,
APGA

APPENDIX H

OTHER FORMS AND COMMUNICATIONS

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

1605 New Hampshire Avenue, N. W., Washington 9, D. C.

HUdson 3-4633

March 6, 1962

Dear Participant:

What is communication? The enclosed background paper by Dr. Drews and Dr. Maslow conveys ideas about communication that are basic to the end point of our concern in the Media Conference, namely communication between the counselor and student. Dr. Maslow will develop these ideas further in his presentation Sunday evening, and Dr. Rogers, whose paper from the Personnel and Guidance Journal is enclosed, will comment on the content of communication. Dr. Drews will speak to the point of communication relating both to learning and to counseling.

Other parts of the Conference will proceed to specific aspects of communication. The workshops will bring about the applications of new media in counselor education and in counseling. The addresses, demonstrations, and presentations will feed into the workshops.

Please do the homework before coming to the Conference! Please come with lots of ideas.

You have been invited to the Conference for your particular contribution. Therefore, we have assigned you to a workshop group, as noted on the enclosure. We hope that this assignment will be congenial to you. The workshop is a definite assignment, and we must ask each participant to adhere to his assignment throughout the conference. We are looking forward to your part in this very important conference.

When you reach Madison, please check in at the Madison Inn where a room is reserved for you. Then, come to the Conference Center by 5:00 P.M. Registration for the Conference will take place there before and during the social hour.

Cordially yours,

Arthur A. Hitchcock
Executive Director

AAH:jb

Enclosure

MEMO

TO: To all Invited Guests of the APGA National Conference on "Guidance and the Utilization of New Educational Media"

FROM: Carl McDaniels, APGA Assistant Director for Professional Relations, Administrative Assistant of "New Media" Conference

SUBJECT: Further details on Conference plans

1. We would like to acknowledge your acceptance of the invitation extended to you by our Executive Director, Dr. Arthur A. Hitchcock, to attend the APGA Conference on "Guidance and the Utilization of New Educational Media." Dr. Hitchcock has asked me to indicate how pleased we are that you can attend the meeting in Madison, March 11-14. Our guest list is just about complete now and our overall plans for the Conference are progressing nicely.

2. It is hoped that the enclosed information sheet will provide you with some further idea of the objectives of the Conference and our general plan of operation. The Conference will open with registration and a reception at 5:00 P. M. on Sunday, March 11 and close with a luncheon on March 14. We have made reservations for all guests at the Madison Inn which is near the University of Wisconsin campus. We are asking, though, that each guest make individual travel arrangements to and from Madison. We will, of course, have expense vouchers on hand at the Conference to record your travel and other expenses.

3. Early in March we plan to send a copy of the program and other final information about the Conference. Please feel free to get in touch with us if we can be of assistance to you on any Conference arrangements.

Enclosure

INFORMATION SHEET
on
NATIONAL CONFERENCE

"GUIDANCE AND THE UTILIZATION OF NEW EDUCATIONAL MEDIA"
Sponsored by the American Personnel and Guidance Association under contract with the United States Office of Education

Where - Wisconsin Conference Center, University of Wisconsin - Madison, Wisconsin
When - Opening session - 5:00 P.M. - March 11
Closing session -12:00 noon - luncheon - March 14
Participants - 75 by invitation only

Objectives of the Conference

1. To provide for a deliberative approach to the problems of guidance in the public elementary and secondary schools and institutions of high education, and the possible impact of new media in the solution of the problems.

2. To provide for a deliberative approach to the problems of counselor education and the possible impact of new media in the solution of the problems.

3. To identify and delimit the basic issues which guidance services and counselor education must resolve in the utilization of new media.

4. To define and illustrate areas of needed study and research that will facilitate the understanding and utilization of the new media in guidance services and counselor education.

5. To illustrate and discuss techniques whereby new media may be used in guidance and in counselor education.

6. To illustrate and discuss techniques for educating counselors to use new media.

7. To recommend guidelines for the development of educational and occupational films and filmstrips for guidance.

General Information

There will be a major background paper sent out to all participants before the Conference and several background papers available at Conference time.

The Conference will be divided into two major work groups - 1. Counselor Education 2. Counseling activities. - These two work groups will be further divided into smaller sub-groups.

There will also be a Committee working throughout the Conference on "Guidelines for Guidance Films and Filmstrips."

The Conference will open with dinner followed by a major address by Dr. Abraham H. Maslow of Brandeis University. Reacting to the address will be Dr. Elizabeth Drews of Michigan State University and Dr. Carl Rogers of the University of Wisconsin.

Other addresses, demonstrations, film reviewing, work group meetings and other Conference activities will be scheduled during the day and early evening of Monday and Tuesday. The Conference will cose with a luncheon on Wednesday.

All Conference participants will stay at the new Madison Inn across the street from the Wisconsin Conference Center.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
1605 New Hampshire Avenue, N. W.
Washington 9, D. C.

MEMORANDUM July 25, 1962

TO: Participants, American Personnel and Guidance Association, Conference on Guidance and New Educational Media

FROM: Carl McDaniels, Associate Director, APGA, Conference Administrative Assistant

SUBJ: Request for Information on Guidance and New Educational Media Activities

This note to all Conference participants will bring you up-to-date on recent developments related to guidance and educational media. The summary conference report is in the final processing. Our completed material should be turned in to the Office of Education in early September It will include: summaries of the workshop activities, reports of the major conference addresses and discussions, as well as the "Guidelines for Educational and Occupational Films and Film Strips." The follow-up session on "Guidelines for Educational and Occupational Films and Film Strips" will meet in Chicago early in August. The material, we think, is shaping up into a very strong publication. We will be submitting this in mimeograph form to the Office of Education but are not sure at this point whether it will be available in booklet form or not. This will be decided at a later date. We will be sending to each participant a copy of the summary report of the Conference.

Another reason for getting in touch with you at this time, is that we would like to include in the report any subsequent activities that you have become involved in as a direct or indirect result of the Conference in Madison. We know, for example, that several California communities have held follow-up conferences similar to the one APGA sponsored. In addition to this, there has been some evaluation of films and film strips in Florida and, of course, the group from Bucks County, Pennsylvania, indicated to us on the final day of the Conference some of their follow-up activities. They have subsequently held meetings with County Principals, Superintendents, Counselors, and School Directors. These activities are the kinds of examples we would like to relate in this report. Would you take the time now to briefly summarize (on the attached sheet) any of the follow-up activities that you have developed either during the latter part of the past school year or indicate plans that you have for the school year 1962-1963? At this point, and because of the several activities that have come to our attention, we feel this indication of the follow-up activities will give a direct impression to readers of the report on the real impact that the Conference had on all of us. We hope that it won't be difficult for you to take a few minutes to pen out a few comments.

We would appreciate receiving this material before August 10. If this memo does not reach you until later because of vacation time, please still send any information you have along so we can keep it with our materials on the Conference.

We hope you are having a good summer.

Cordially yours,

CMcD/dm

Schedule

Conference on Guidelines for Educational and Occupational Films and Film Strips in Guidance

Edgewater Beach Hotel - Chicago, Illinois
August 7-9, 1962

Mission: To develop a set of Guidelines for Educational and occupational Films and Film Strips for use in Guidance. These Guidelines should establish a broad frame of reference that will encourage creative and imaginative work along with substantial and solid content.

Tuesday, August 7

10:00 - 12:00 (a. m.)	-	First Session - Dr. Richard Rundquist, Chairman
	-	overview
	-	Plan for Conference
12:00 - 1:30 (p. m.)	-	Lunch (at your convenience in the hotel)
1:45 - 4:00	-	Second Session
	-	Discussion of Guideline plans
4:30 - 6:00	-	Rest and Recreation (swimming, tennis, walking, etc.)
6:30 - 8:30	-	Dinner (as a group in Charterhouse)
9:00 - 10:00	-	Session if needed in small groups

Wednesday, August 8

9:00 - 10:30 (a. m.)	-	Third Session
	-	Further discussion of needs and possibilities for Guidelines
10:30 - 10:45	-	Coffee
10:45 - 12:00	-	Continue Third Session

Wednesday, August 8 (continued)

12:00 - 1:30 (p. m.)	-	Lunch
1:30 - 4:30 (p. m.)	-	Fourth Session
	-	Develop first draft of Guidelines
	-	Small group work
4:30 - 6:00	-	Rest and Recreation
6:30 p. m.	-	Dinner
8:00 p. m.	-	Work session if needed

Thursday, August 9

9:00 - 10:30 (a. m.)	-	Fifth Session
	-	Review and Revision of Guidelines draft
10:30 - 10:45	-	Coffee
10:45 - 12:00	-	Continue Fifth Session
12:00 - 1:30 (p. m.)	-	Lunch
1:30 - 3:30	-	Final Session
	-	Complete Final Draft of Guidelines
3:30 p. m.	-	ADJOURN

Participants

Dr. K. Patricia Cross, Cornell University, Ithaca, New York
Dr. W. J. Dipboye, Syracuse University, Syracuse, New York
Dr. Paul W. Fitzgerald, Pinellas County, Clearwater, Florida
Dr. Muriel N. Gurr, 6802 North 2nd Place, Phoenix, Arizona
Mr. George W. Murphy, Catonsville Jr. H. S., Baltimore 28, Maryland
Mr. Daniel Palmquist, Centron Corporation, Lawrence, Kansas
Dr. Richard M. Rundquist, University of Kansas, Lawrence, Kansas
Dr. Gerald M. Torkelson, Penn State University, University Park, Pennsylvania

APGA Staff:
Dr. Arthur A. Hitchcock, Executive Director
Mr. Carl McDaniels, Associate Director